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ABSTRACT

This guide, a supplement to the 1982 "Guide to School Library Media Programs," is intended to help library media specialists, teachers, curriculum specialists, and administrators improve instruction and school effectiveness by providing an organized approach to teaching information skills in particular content areas. It is divided into three sections: the process of curriculum development, a suggested skills continuum, and sample unit and/or lesson plans. Included are general statements about the competencies that should be mastered by the students. Specific skills which must be tailored to the particular needs, goals, and objectives of the school and school district, are further refined in the "Library Media Skills and Competencies Grades K-12" section of this guide, in which the scope and sequences for skills are analyzed to identify the appropriate grade level(s) and subject area integration for maximum student learning. In "Skills Instruction," 17 sample lesson plans for Grades K through 12 contain sections on objectives, activities, materials/resources, and evaluation. In addition to language arts, social studies, science and mathematics, the lesson plans deal with money, music, art, computers, health, television, sports, and attitudes toward handicaps. An extensive bibliography is included. (THC)

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INSTRUCTION IN LIBRARY MEDIA SKILLS

Supplement to A Guide to School Library Media Programs

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This guide is a supplement to the 1982 Guide to School Library Media Programs. The purpose of publishing this supplement is to allow for an in-depth look at one aspect of the school library media center program: instruction.

Learning is an interactive process involving students, teachers and resources. The library media specialist's role is to bring together people and resources, and to facilitate the use of those resources to improve student learning.

Library skills are process, or "how-to," skills. They are learned best when there is a clear and present need to use them. On the other hand, knowledge of a subject requires knowledge of how to locate and use information about the subject.

Research has shown that cooperative efforts by teachers and library media specialists affect the variety and currency of materials used by students.* This means that if students are to become discriminating users of information, both now and throughout their lives, it is necessary that library media specialists and teachers work together to identify and teach the skills needed for particular projects. This is true for students bound for higher education as well as for those who will be entering the world of work upon high school graduation. As a matter of equity, each student, regardless of his/her educational goals, should be provided with access to information and with the opportunity to learn library media skills.

This supplement is intended to aid library media specialists, teachers, curriculum specialists and administrators in improving instruction and school effectiveness by providing an organized approach to teaching information skills in the content areas. It is divided into three sections: the process of curriculum development, a suggested skills continuum, and sample unit and/or lesson plans.

To ensure the integration of media skills into the content areas, this guide is to be used in conjunction with State Department of Education guides to curriculum development and local district-adopted curriculum guides. Included in this guide are general statements about the

* Lucy Ann Wozny, Drexel University School of Library and Information Science: "Online Bibliographic Searching and Student Use of Information: An Innovative Teaching Approach." In School Library Media Quarterly (Summer 1982), pp 383-84.

skills which should be mastered by students. These must be tailored to the particular needs, goals and objectives of the school and school district. For example, a skill which is suggested for introduction in grade 4 might be appropriately taught at grade 2 for some students or as late as grade 7 for others, depending on the curriculum, individual student needs and abilities, and school facilities.

Therefore, the first step in developing a library media skills curriculum is to develop a thorough understanding of the total curriculum including the scope and sequence of each program offering K-12. Concurrently, a list of skills to be included in the library media program should be developed. Charts of skills from A Guide to School Library Media Programs can also be utilized for this purpose.

These skills are further refined in the Suggested Scope and Sequence of Skills section of this guide. Finally, the scope and sequences for library media skills and subject areas are analyzed to identify the appropriate grade level(s) and subject area integration for maximum student learning.

This is obviously a process which requires the involvement of the teaching staff. While a committee representing various grade levels or subjects is helpful in developing the subject-integrated library media skills program, wider commitment to the idea must be developed. The school administrator can play a vital role in determining the action plan for implementing the program. The library media specialist then must translate the program and action plan into reality by tactful, creative and inspirational work with teachers.

> Effective curriculum development is a dynamic and continuous process in which each district plans, implements and evaluates educational programs in a systematic and logical way. The process is an organized one, usually involving the formulation of a district-wide phil- osophy and goals, the assessment of needs among and within subject areas, and the establishment of the philosophy, goals and objectives for each subject area.*

Curriculum development for library media instruction follows the pattern for subject areas described in A Guide to Curriculum Development. The process as described in the guide entails the designation of a person responsible for coordinating the work, the establishment of a working group, and the setting of a schedule for an ongoing, systematic review.

In developing the library media curriculum attention must first be focused on identifying the philosophy, goals and objectives for this curriculum and on linking these to the philosophy, goals and objectives of the school and school district. Since library media skills should be taught in reference to the content of other subject areas, it is necessary that congruence with the goals and objectives of those areas be established. For this reason, library media specialists need to attend subject area curriculum meetings. Subject teachers should also be invited to serve on the group designing the library media skills curriculum.

Among the many models for curriculum development are the following two from A Connecticut Guide to Curriculum Development. These models indicate the kinds of tasks that are part of the curriculum development process. Each subject area committee, with the concurrence of the district curriculum coordinator and the council, must enumerate those tasks which it will undertake. Regardless of the model that is selected, curriculum development is basically a plan for orderly coordination of the elements of time, space, materials, equipment and personnel so that they are responsive to student and community needs.**

* A Guide to Curriculum Development: Purposes, Practices and Procedures. State of Connecticut Board of Education, 1981, p. 5.

** Ibid p. 13-14.

Model 1

Form the committee.
Conduct a needs assessment.
Formulate statements of philosophy and goals.
Build a curriculum outline.
Write the curriculum guide including objectives.
Pilot test the new curriculum.
Revise the curriculum based on pilot test results.
Instruct teachers in the new curriculum.
Implement the curriculum.
Evaluate the new curriculum.

Model 2

Consider the subject and its goals.
Analyze how well existing materials meet student needs.
Conduct a needs assessment.
Examine the scholarly research relevant to subject area curriculum.
Identify instructional approaches especially appropriate for subject matter and student learning styles.
Identify all readily available instructional materials.
Specify affective, cognitive and psychomotor student objectives.
Select learning experiences.
Identify additional learning resources.
Develop evaluation strategies for program and for students.
Field test new curriculum.
Revise curriculum in response to field testing.
Implement curriculum subject to continuous reevaluation.

Chapter 4, "Organizing for Subject Area Development," in A Guide to Curriculum Development provides a basic plan to follow in developing curriculum. School library media specialists should refer to it while keeping in mind the particular requirements of library media instruction.

Integrating library media skills

In the past teachers and library media specialists have often worked independently, each teaching in isolation from the other. The library media specialist and the teacher developed separate objectives, activities and assessments. Although these were verbally shared, the teaching remained independent. A step towards the concept of teaming for instruction occurred when library media objectives were related to subject objectives.

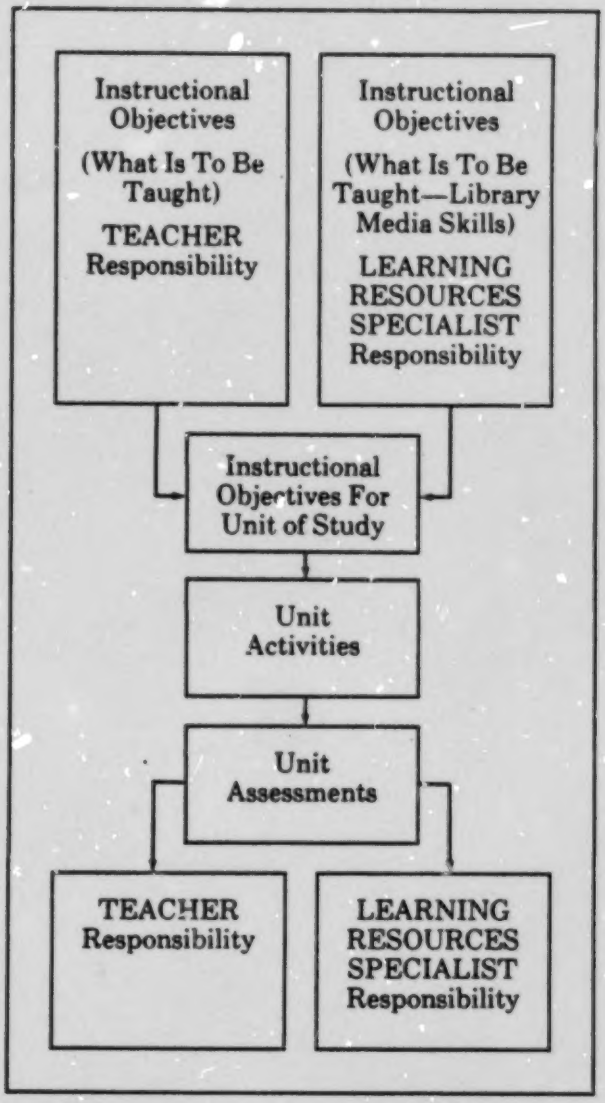
Research has shown that learning occurs when new facts, ideas and concepts are tied to a framework of knowledge existing in the learner's mind. Both the subject teacher and the library media specialist can be more effective teachers when both work together to integrate the subject content objectives and library media process objectives into a cohesive whole that the learner can then relate to what s/he already knows.

The following model for integrating instruction has proved helpful to teachers and library media specialists in planning together for student learning.

> Classroom instructional objectives and library media skills objectives may be separately for- mulated, owing to the subject expertise of the teacher and media skills expertise of the learning resources specialist. However, in planning a teaching unit, classroom instructional objectives and media skills objectives are merged into one set of unit objectives. Therefore, media skills activities are developed using the subject matter directly from unit of study, and classroom teaching activities are largely dependent upon skills instruction.
>
> Since media skills objectives, activities and assessments and classroom objectives, activities and assessments are operationally interdependent, planning for media skills instruction becomes a process of determining the specific responsibilities of learning resources specialists and teachers.***

*** Standards and Guidelines for Learning Resources Programs. Olympia, Washington: Superintendent of Instruction, 1981, p. 45

INTEGRATED


Instructional Objectives (What Is To Be Taught) TEACHER Responsibility
Instructional Objectives (What Is To Be Taught—Library Media Skills) LEARNING RESOURCES SPECIALIST Responsibility
Instructional Objectives For Unit of Study
Unit Activities
Unit Assessments
TEACHER Responsibility
LEARNING RESOURCES SPECIALIST Responsibility

A suggested scope and sequence of library media skills

The following chapter presents a suggested K-12 continuum of skills which local districts can utilize in developing their own goals and objectives for library media skills instruction. The scope and sequence

is based on the experience of knowledgeable professionals but as indicated in the Preface, school districts must plan skills instruction according to their particular curricula and the needs of their students.

This scope and sequence of library media skills instruction divides skills into four general competencies:

Competency I	Students should demonstrate a working knowledge of library media center organization, facilities, personnel and procedures.
Competency II	Students should select and use materials appropriate to their level for curricular and leisure activities.
Competency III	Students should comprehend concepts presented in print and nonprint media in order to analyze, interpret, organize and evaluate information for curricular and personal applications.
Competency IV	Students should demonstrate the ability to communicate through oral, written and visual modes.

Specific skills are listed under these four competencies for each level included in the scope and sequence.

Grades K-1

Competency I — Students should demonstrate a working knowledge of library media center organization, facilities, personnel and procedures.

Skills

- Locate the school library media center.
- Identify areas of the school library media center -- picture books and easy reading, circulation desk, equipment, games, nonprint materials, picture dictionary.
- Name school library media center personnel.
- Identify basic media formats and terms (print, nonprint, periodicals, films, filmstrip, cassette, projector, recorder, computer, robots, records, picture books, easy reading).
- Check out and return materials correctly with assistance.
- Locate easy readers and picture books.
- Observe media center procedures.
- Demonstrate proper care of materials.

Competency II — Students should select and use materials appropriate to their level for curricular and leisure activities.

Skills

- Choose materials of interest and of appropriate level.
- Use a picture dictionary to match words and pictures.
- Identify the covers and spine of a book.
- Use a variety of media formats such as picture books, games, puzzles, films, filmstrips and puppets for information and enjoyment.

Grades K-1, continued

- Listen to a storyteller, record or cassette.
- Follow verbal instructions for using materials and equipment.
- Alphabetize by the first letter.
- Identify and use children's periodicals.
- Understand what a computer is and what it can do.
- Operate, with assistance, a record player, cassette player, film loop projector, filmstrip projector, computer.
- Use picture clues to aid understanding.

Competency III Students should comprehend concepts presented in print and nonprint media in order to analyze, interpret, organize and evaluate information for curricular and personal applications.

Skills

- Identify and order a sequence of events.
- Listen to and follow simple directions.
- Use oral clues to aid in understanding.
- Demonstrate understanding of information presented in a variety of formats by retelling the basic idea.
- Show respect for media center personnel, collections and equipment.

Competency IV Students should demonstrate the ability to communicate through oral, written and visual modes.

Skills

- Retell information or stories:
  a. pictorially
  b. in writing
  c. orally

Grades K-1, continued

- Match sound effects with words.
- Present creative ideas through student-produced media (with assistance): audio cassettes, puppets, student-produced picture books, nonverbal communication.
- Work with other students in group activities.
- Produce a picture based on a story read, seen or heard.

Grades 2-3
Competency I — Students should demonstrate a working knowledge of the library media center organization, facilities, personnel and procedures.

Skills

- Demonstrate accomplishment of previously taught skills.
- Locate and identify specific media and/or accompanying equipment in greater detail and expanded scope, such as transparencies, film loops and film-loop projectors, headsets, opaque projectors, overhead projectors, television monitors, newspapers.
- Identify and locate basic reference materials:
  - card catalog
  - dictionaries
  - encyclopedias - juvenile
  - periodicals
  - newspapers
- Locate fiction and nonfiction sections of the center.
- Locate maps, globes, atlases, almanacs.
- Check out and return materials independently.
- Name some resources and services available from the public library.
- Locate production equipment.

Grades 2-3, continued

Competency II Students should select and use materials appropriate to their level for curricular and personal activities.

Skills

- Demonstrate accomplishment of previously taught skills.
- Develop further understanding of computer utilization, including robots.
- Begin selecting and using information sources in a variety of formats, including computer software.
- Select appropriate equipment for using nonprint materials.
- Alphabetize to the second letter.
- Identify the title page, author and/or illustrator, table of contents and index of a book.
- Begin to select materials by general interest areas based on the ten Dewey Decimal classifications.
- Use a book index to gather information.
- Identify title, author, and call number.
- Begin using the card catalog to locate information.
- Follow written and/or oral instructions for using equipment properly.
- Use a dictionary to find the meaning of a word.
- Use a listening station.
- Identify basic symbols used on maps and globes.

Competency III Students should comprehend concepts presented in print and nonprint media in order to analyze, interpret, organize and evaluate information for curricular and personal applications.

Skills

- Demonstrate competence in previously taught skills.
- Identify main ideas from print and nonprint media.

Grade 2-3, continued

- Recall content of a listening or viewing experience.
- Understand that the card catalog is an alphabetical index of all the media center resources.
  a. Locate information by using subject, author or title cards.
  b. Use guide cards to locate information in the card catalog.
  c. Disregard "a," "an" and "the" in titles.
  d. Locate various formats through color or other coding on catalog cards.
  e. Begin to understand the use of call numbers to locate materials. Relate call numbers to arrangement of materials.
- Demonstrate ability to differentiate between various types of projectors such as film, filmstrip, overhead, opaque, film loop.
- Begin to understand television as an information source.
- Understand the alphabetical arrangement of information in encyclopedias and dictionaries.
- Begin to distinguish between the characteristics of fiction and nonfiction materials.
- Interpret simple charts and maps.

Competency IV Students should demonstrate the ability to communicate through oral, written, and visual modes.

Skills

- Demonstrate competence in previously taught skills as appropriate.
- Participate in a discussion following a reading, listening, or viewing experience.
- Begin producing handmade visuals:
  a. transparencies
  b. dioramas
  c. simple charts
  d. simple maps to communicate information

Grade 2-3, continued

- Operate simple equipment for production or presentation.
- Use computers as a communication tool.

Grade 4

Competency I — Students should demonstrate a working knowledge of library media center organization, facilities, personnel and procedures.

Skills

- Demonstrate competence in previously taught skills.
- Define more advanced library media terminology.
- Locate current and back issues of periodicals.
- Begin to identify community resources.
- Locate vertical file, picture file.

Competency II — Students should select and use materials appropriate to their level for curricular and leisure activities.

Skills

- Demonstrate competence in previously taught skills.
- Distinguish between fiction, nonfiction and reference collections.
- Use card catalog independently to locate basic information by subject, author or title.
- Use call numbers to access desired materials.
- Read graphs, charts and maps to obtain information.
- Expand understanding of symbols used on maps, graphs, charts.
- Use legends and colors to find information on maps.
- Operate a computer with minimal assistance.

Grade 4, continued

- Demonstrate familiarity with computer software available in the library media center.
- Use simple still cameras and motion cameras.
- Alphabetize to the third letter.
- Begin classifying materials by literary genre: folktales, mysteries, biography, science fiction, etc.
- Follow written instructions for using equipment.
- Use a dictionary to obtain definitions and pronunciations.
- Use a telephone directory to obtain information.
- Use the Children's Magazine Guide: Subject Index for Children's Magazines.
- Select the appropriate volume of an encyclopedia for information on a given subject.

Competency III Students should comprehend concepts presented in print and nonprint media in order to analyze, interpret, organize and evaluate information for curricular and personal applications.

Skills

- Demonstrate competence in previously taught skills.
- Demonstrate ability to use subject headings, guide words, and cross references to locate additional information.
- Demonstrate knowledge and use of call numbers and the card catalog.
- Identify call number, title, author, subject and publication date from the catalog card and from the print or nonprint medium.
- Interpret maps, graphs and charts.
- Draw conclusions from print and nonprint materials.

Grade 4, continued

- Develop, evaluate and manage a realistic understanding of one's television viewing habits.
- Begin describing advertising arguments and techniques used in magazines, radio and television commercials.
- Browse purposefully through current magazines, newspapers, books, records, etc. during leisure time.
- Begin awareness of the classics, award winning children's literature, other quality literature and films.

Competency IV — Students should demonstrate the ability to communicate through oral, written and visual modes.

Skills

- Demonstrate competence in previously taught skills.
- Begin using audio and visual means of communication creatively in the completion of classroom projects.
- Operate equipment for production:
  a. lettering devices
  b. dry mount press
  c. thermal copier
  d. simple camera
- Make a model storybook with title, author, covers, copyright date, publisher, table of contents.
- Write simple computer programs.

Grades 5-6

Competency I — Students should demonstrate a working knowledge of library media center organization, facilities, personnel and procedures.

Skills

- Demonstrate competence in previously taught skills.
- Locate the pamphlet file.

Grade 5-6, continued

- Locate Abridged Readers' Guide to Periodical Literature, almanacs and atlases.
- Continue to locate and identify the range of resources available at the public library and in the community.
- Locate all materials and equipment in the library media center independently.

Competency II Students should select and use materials appropriate to their level for curricular and leisure activities.

Skills

- Demonstrate competence in previously taught skills.
- Use the "see" and "see also" references in the card catalog.
- Increase card catalog skills:
  alphabetize to the fourth letter
  alphabetize word by word
- Increase skills in using cross references, guide words and subject headings.
- Identify and begin using the Abridged Readers' Guide as a means for obtaining information in periodicals.
- Identify the types of information available in newspaper sections, special features.
- Select and use the appropriate section of the newspaper for obtaining information.
- Choose correct reference material for obtaining specific information:
  a. Telephone directories
  b. Children's Magazine Guide: Subject Index for Children's Magazines
  c. Single volume reference books
  d. Resource files - human and community
  e. Dictionaries
  f. Encyclopedias - general
  g. Indexes - National Geographic, encyclopedia
  h. Almanacs, atlases, globes, maps

Grade 5-6, continued

- Begin operating videotape equipment

- Identify and use specific parts of a book and other materials to answer questions about the book:
  a. appendix
  b. bibliography
  c. glossary
  d. copyright
  e. publisher and publication date
  f. table of contents
  g. index

- Identify and use specific parts of nonprint media:
  a. producer/author
  b. medium/format
  c. running time

Competency III Students should comprehend concepts presented in print and nonprint media in order to analyze, interpret, organize and evaluate information for curricular and personal applications.

Skills

- Demonstrate competence in previously taught skills.

- Identify key words and phrases from print and nonprint media.

- Categorize information into appropriate subjects.

- Analyze what is being seen and/or what is being heard.

- Identify an appropriate source of information for completing a specific task.

- Distinguish between author, title and subject cards in the card catalog and know the unique characteristics of each.

- Understand special filing rules:
  a. nothing precedes something
  b. numbers filed as if spelled out

- Select appropriate media for a task based on the unique properties of each.

- Begin organizing information gathered from a variety of sources:
  a. take simple notes from print and nonprint presentations
  b. begin outlining with a main heading and subheadings
  c. make a simple bibliography
  d. generalize or summarize information

Grade 5-6, continued

- Begin differentiating between fact and fiction in TV programs.
- Classify various types of television programs as:
  a. documentaries
  b. situation comedies
  c. drama
  d. news
  e. advertisements
- Identify elements of a production; i.e., videotape, TV, slide/tape.
- Become selective in reading and television viewing.
- Distinguish between types of biographies:
  a. individual
  b. collective
  c. autobiographies
- Be able to paraphrase and summarize information.
- State the purpose of the information on catalog cards.

Competency IV Students should demonstrate the ability to communicate through oral, written and visual modes.

Skills

- Demonstrate competence in previously taught skills.
- Operate equipment for presentations or evaluation such as cassette recorders, reel-to-reel tape recorders, videotape equipment.
- Develop questions for obtaining additional information.
- Present information in alternate formats.
- Express opinions on materials read, heard or viewed, based on facts.
- Prepare a filmstrip.

Grades 7-8

Competency I — Students should demonstrate a working knowledge of library media center organization, facilities, personnel and procedures.

Skills

- Demonstrate competence in previously taught skills.
- Upon entering a new school, follow procedures for using the center and checking out materials and/or equipment correctly.
- Identify any new areas of the media center such as the darkroom, studio or listening room.
- Locate new or additional special reference materials.
- Define new terminology as appropriate.
- Understand the concept of the reserve system.
- Locate microforms and/or readers and printers.

Competency II — Students should select and use materials appropriate to their level for curricular and leisure activities.

Skills

- Demonstrate competence in previously taught skills.
- Independently use the Abridged Readers' Guide to Periodical Literature for locating specific information in periodicals.
- Use special encyclopedias such as:
  Popular Science Encyclopedia
  Worldmark Encyclopedia of Nations
  Young People's Science Encyclopedia
  Guinness Book of Records
  Book of Lists
- Begin to use special dictionaries and indexes such as:
  Children's Index to Poetry
  Short Story Index
  Webster's Geographical Dictionary
  Concise Dictionary of American Biography
  Junior Book of Authors
  Current Biography
  Foreign language dictionaries

Grades 7-8, continued

- Use bibliographies as a means of locating additional information.
- Prepare and follow a storyboard for production of a slide/tape or video presentation.
- Use a wider selection of periodicals.
- Operate more advanced audio and visual equipment.
- Use resources from the public library and community for classroom assignments and leisure information needs.
- Select suitable sources for locating specific types of information.

Competency III Students should comprehend concepts presented in print and nonprint media in order to analyze, interpret, organize, and evaluate information for curricular and personal applications.

Skills

- Demonstrate competence in previously taught skills.
- Use an expanded form of outlining for note-taking and for written, visual or oral presentations.
- Compile information from a variety of sources for reports and research papers.
- Begin to use footnotes and bibliographies for information and for documentation of resources.
- Discern propaganda techniques used in advertisements and media formats.
- Recognize biases and stereotypes in materials read, viewed and heard.
- Increase skills in selecting information from print and nonprint sources.
- Use simple subheadings for locating information in the card catalog.

Grades 7-8, continued

- Determine if materials located are current and appropriate:
  publication date
  edition
  recommended level
- Evaluate critically the television programs viewed.
- Adhere to copyright regulations and avoid plagiarism.
- Use computers to solve problems.

Competency IV Students should demonstrate the ability to communicate through oral, written and visual modes.

Skills

- Demonstrate competence in previously taught skills.
- Use photography to communicate an idea:
  black and white still photos
  super 8 film
  filmstrips
  slides
- Combine print and nonprint elements in a presentation of a single theme.
- Begin interviewing as a communication tool.
- Prepare a slide/tape, videotape or filmstrip using a storyboard.
- Prepare simple graphs and charts.
- Determine the most appropriate method or medium for presenting specific information.
- Produce a photo essay.
- Give and take clear directions (written and oral) when working in group activities and audio visual productions.

Grade 9

Competency I — Students should demonstrate a working knowledge of library media center organization, facilities, personnel and procedures.

Skills

- Demonstrate competence in previously taught skills.
- Locate new areas and facilities when entering a new school.
- Identify additional community and regional resources.
- Identify local and regional data bases and networks.

Competency II — Students should select and use materials appropriate to their level for curricular and leisure activities.

Skills

- Demonstrate competency in previously taught skills.
- Use special indexes such as:
  Granger's Index to Poetry
  Readers' Guide to Periodical Literature
- Begin to use special references such as:
  Gazetteers
  Historical atlases
  Special encyclopedias
- Utilize and incorporate information from resources outside school into classroom assignments.
- Use advanced listening and viewing skills in selecting and evaluating materials.
- Increase skills in using reference tools. For example, become aware of additional information available in dictionaries.
- Use a copy stand or visual maker for copying slides.
- Use microform readers for obtaining information.

Grade 9, continued

Competency III Students should comprehend concepts presented in print and nonprint media in order to analyze, interpret, organize and evaluate information for curricular and personal applications.

Skills

- Demonstrate competency in previously taught skills.
- Extensively utilize the card catalog and the information on the cards to search for and document information.
- Employ evaluation skills to materials viewed, heard or read:
  Accuracy, truth, reality
  Appropriateness of format
  Continuity
  Currency
  Biases, stereotypes
- Develop a plan for a media project including a time line for research, production and presentation.
- Compare and contrast data from a variety of sources.
- Distinguish between reality and contrived presentations, especially as they relate to television and commercials.
- Skim material for key words, phrases, relevancy.

Competency IV Students should demonstrate the ability to communicate through oral, written and visual modes.

Skills

- Demonstrate competence in previously taught skills.
- Share with others information about print and nonprint materials.
- Use photography as a means of communication:
  taking pictures
  camera operation
  film development
  printing
- Create commercials or advertisements for a specific purpose.

Grades 10-11

Competency I — Students should demonstrate a working knowledge of library media center organization, facilities, personnel and procedures.

Skills

- Demonstrate competence in previously taught skills.
- Define new and previously taught library media terminology including the Dewey Decimal classification system.
- Locate microforms and readers in the school and at other locations in the community or region.
- Locate additional special references.
- Identify additional community information resources such as information lines, special services, etc.
- Identify interlibrary loan procedures.

Competency II — Students should select and use materials appropriate to their level for curricular and leisure activities.

Skills

- Demonstrate competence in previously taught skills.
- Independently be able to use special references such as:
  Who's Who
  Statesman's Yearbook
  Facts on File
  20th Century Authors
  National Geographic Index
  Book Review Digest, Landers Film Review, other reviewing sources
  Biography Index
  Contemporary Literary Criticism
  Dictionary of Scientific Biography
  Thesauri; for example, Roget's
  Books of quotations; for example, Bartlett's Familiar Quotations
- Discern differences in literary forms and use such distinctions in selecting useful and interesting materials.

Grades 10-12, continued

- Develop personal criteria for evaluating and selecting materials that are appropriate to need:
  - level of material
  - accuracy
  - format
  - detail included
  - illustrations and special features
  - purpose

- Extract pertinent information for a specific topic or purpose.

- Use interlibrary loan and resources in the community for information or materials not available within the school.

- Be able to independently locate all materials in the school library media center and operate the accompanying equipment such as:
  - film projectors
  - cassette players or other audio recorders
  - filmstrip viewers
  - record players
  - video recording and playback units
  - production equipment such as a thermal copier, diazo printer
  - cameras and other darkroom equipment
  - dry mount press
  - laminator
  - computer

Competency III Students should comprehend concepts presented in print and nonprint media in order to analyze, interpret, organize, and evaluate information for curricular and personal applications.

Skills

- Demonstrate competence in previously taught skills.

- Conduct research projects independently to demonstrate:
  a. comprehensive knowledge of the card catalog and how to use it;
  b. ability to present information in the format most appropriate to the topic and the audience; and
  c. an understanding of the unique properties of a variety of media formats.

Grades 10-11, continued

- Draw conclusions and implications from materials read, viewed or heard.
- Distinguish between relevant and irrelevant data.
- Combine media formats:
  slide/tapes, multimedia synchronization
- Develop a systematic approach to a project or the location of specific information.
- Compare and contrast TV programming and components with those of a novel - plot and character development.
- Name methods for influencing TV offering, understanding that a person can influence what is shown.

Competency IV- Students should demonstrate the ability to communicate through oral, written and visual modes.

Skills

- Demonstrate competence in previously taught skills.
- Use more sophisticated forms of media when appropriate to communicate an idea or concept:
  multimedia
  more extensive research
  editing of film or videotapes
  computer programming
- Prepare more extensive bibliographies.
- Critically analyze and discuss with others programs or materials viewed, heard or read.

Grade 12
Competency I Students should demonstrate a working knowledge of the library media center organization, facilities, personnel and procedures.

Skills

- Demonstrate competence in previously taught skills.

Grade 12, continued

- Compare and contrast services and organization of the school library media center, the public library and special libraries or resource centers.
- Identify local, regional and national data bases (such as ERIC, DIALOG, OCLC) and procedures for their use.
- Compare in general terms the LC and Dewey classification systems.
- Understand the reserve system in other libraries.
- Identify advanced specialized reference materials such as the Encyclopedia of Organizations.
- Identify new technological advances in communications and learning when appropriate.
- Locate sources and types of government documents available.

Competency II Students should select and use materials appropriate to their level for curricular and leisure activities.

Skills

- Demonstrate competence in previously taught skills.
- Begin using advanced indexes as appropriate such as:
  New York Times Index
  Poetry and short story indexes
  Psychological Abstracts
  Contemporary Authors

  Special books of facts

Competency III Students should comprehend concepts presented in print and nonprint in order to analyze, interpret, organize and evaluate information for curricular and personal applications.

Skills

- Demonstrate competence in previously taught skills.

Grade 12, continued

- Efficiently research topics using more diverse and sophisticated resources.
- Make judgments in locating the most effective and appropriate sources of information, both print and nonprint.
- Apply evaluation skills to materials viewed, read and heard outside of the school setting.
- Evaluate and manage television viewing behavior and understand its effect on the viewer.

Competency IV Students should demonstrate the ability to communicate through oral, written and visual modes.

Skills

- Demonstrate competence in previously taught skills.
- Produce audiovisual materials which best facilitate communication of an idea.
- Assist others in locating and using the library media center materials and equipment.
- Discuss information and/or presentations based on discriminating listening, viewing and reading skills.
- Share reading, viewing and listening experiences with others.
- Listen critically, identifying hearsay and assumptions.

This chapter offers sample unit or lesson plans demonstrating how instruction in library media skills may be integrated with instruction in many subject areas. The activities illustrate how learning library media skills helps the student meet subject objectives. This integrated approach is stressed as the most meaningful method of including library media skills in an instructional program. The examples which follow illustrate how this approach has been implemented in schools in Connecticut.

The samples presented here are certainly not exhaustive of the types of lessons or units which can be developed, but they can be utilized as presented or adapted to meet differing needs. In addition, these plans and some of the ideas they present can serve as a "springboard" to developing many other strategies or activities, limited only by the practitioner's imagination.

Particularly valuable may be the suggestions in subject areas such as mathematics or physical education which are often not intensively served by the library media program. Also of special importance are the alternatives to the traditional report or research paper which are frequently suggested as ways for students to demonstrate competence in a skill or knowledge of a subject.

The examples described below were contributed by practicing library media specialists in the state of Connecticut. As such, it is hoped that the examples provide effective and realistic ideas for integrating library media skills into the total K-12 curriculum.

Each sample includes information on objectives, activities, resources, and evaluation. All competency areas are covered and there is at least one activity in each of the eleven subject areas prescribed in Connecticut General Statutes 10-16b. The lessons are arranged by grade level.

INTRODUCING AUTHORS AND ILLUSTRATORS

Kathy Paquette
Farmington Public Schools

Competency Area II
Grade Levels K-1
Subject Area: Language Arts

This unit is a study of various authors and illustrators who have written/illustrated books appropriate for grade one enjoyment. It is a unit designed to encourage enjoyment of different styles of literature as well as to familiarize children with one area of the library media center. The unit can carry through for as many weeks as you wish, however, 8-10 weeks proved to be a worthwhile time. The following is a list of examples of authors/illustrators used:

Burton, Virginia
DePaola, Tomie
Duvoisin, Roger
Freeman, Don
Keats, Ezra Jack
Kraus, Robert
Lenski, Lois
Lionni, Leo
McCloskey, Robert
Mayer, Mercer
Rey, H.A.
Sendak, Maurice
Seuss, Dr.
Viorst, Judith

I Objectives

Library Media Skills Objectives

1. To explain the difference between an author and an illustrator.
2. To name specific authors and illustrators and give examples of their books.
3. To explain that the easy story section is in alphabetical order by the author's last name.
4. To locate specific authors on the easy story shelves by locating the letters of the author's last name on the spine of the book.

Subject Area Objectives

1. To gain knowledge of authors/illustrators and their work.
2. To develop appreciation of a type of literature: the picture book.
3. To develop favorite books and characters and in general to develop a deeper appreciation of literature that the students will carry with them throughout the years

5. To develop an interest in selecting library materials more independently.
6. To begin to see the relationship of alphabetical order and the library media center organization.

II Activities

A. Each week a new author/illustrator is introduced to the grade one class by the library media specialist. The author/illustrator's name is given as well as a few points of interest about the author. (Something About the Author is a good reference for such information.) A variety of books by that particular author/illustrator is shown to the children. One story is shared with the children. An activity relating to the story follows up each story. The others are carried back by the children for classroom use.

B. Each day during the week the classroom teacher shares one new book by that author/illustrator and follows through with a language activity.

C. The following is an example of one author/illustrator chosen and the activities that followed within the library media center and classroom that week.

Day 1 - Library Media Center

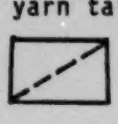
1. Library media specialist introduces author/illustrator, Leo Lionni. The name is discussed and the letter with which his last name begins.

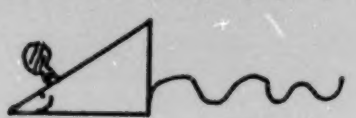
2. The children are shown the spine of the book where they can see the "LIO" used on the call number label for the author's last name.

3. Next, the class is shown the location of the "L" authors and where Leo Lionni's books are shelved in alphabetical order by an author's last name.

4. Next, the story Alexander and the Wind-up Mouse is shared with the children.

5. Each week a different skill is reinforced with this unit. This week book care is reviewed and mice bookmarks are made to follow up Alexander and the Wind-up Mouse. Bookmarks are made with one piece of square construction paper, 2 ears cut-outs and a yarn tail.





Day 2 - Classroom

1. The children hear the story The Alphabet Tree by Leo Linonni.

2. New words, title, and author are discussed and written on the blackboard.

3. Children make a big leaf and write a word and illustrate it to make their own classroom alphabet tree.

4. The new words and favorite parts are put on a worksheet. (Exhibit A)

Day 3 - Classroom

1. The book Pezzettino by Leo Lionni is shared with the children by the teacher.

2. New words are discussed and written on the blackboard. The title and author's name are also written on the board for the children to see.

3. The children practice the printing of these words on a worksheet as given in Exhibit B.

Day 4 - Classroom

1. The children hear the story Let's Make Rabbits.

2. New words, title, and author are once again discussed and written on the blackboard.

3. The new words and favorite parts are added to the worksheet.

   All sheets are collected and used for a culminating book to take home at the end of the unit.

4. The children make rabbits out of wallpaper like that in the story.

Day 5 - Classroom

1. Review the previous stories shared and the author's name.

2. Read the story The Biggest House in the World.

3. New words are discussed and written on the board and on worksheets.

4. Children make their own snails to hang up in the room. Designs are discussed and created within their snail bodies.

These are just a few ideas for one particular author. Leo Lionni has many other terrific books to share with the children.

Repeat with similar activities for a different author each week.

D. Culminating activities for the unit include the following:

1. Dress-up Day where one favorite character is chosen and the child dresses up as that character.

2. Trip to the public library where the public librarian shows children the easy section where their favorite authors and illustrators would be found, and shares a new author with the children.

3. Choose one author/illustrator and make a mobile representing a selection of his/her books.

4. Play a game where a title of a book is given and the child must try to identify the author who wrote it or give an author/illustrator and the child gives the title.

5. Have children illustrate their favorite story heard throughout the unit, or have children create a project of their favorite story/character such as a diorama, puppet, clay model, or mural.

6. Put together all worksheets and illustrations to form a booklet of authors/illustrators to take home.

III Resources/bibliography

A. Materials

construction paper	stapler
glue	scissors
yarn	crayons

B. Equipment

Films or filmstrips of authors' works are also fun to use. Weston Woods has some terrific materials available for use with this unit. You may want to have available a film projector, filmstrip projector, record player, or cassette tape player.

C. Bibliography

The list of authors given in the beginning is a good start although there are many others who might be chosen. There are many excellent titles to select from using the given list of authors.

IV. Evaluation

A. Children are asked to choose one book by one of the new authors/illustrators in the library and to sign it out for the week.

B. Each child is orally asked to name one new author/illustrator.

C. The children are asked to complete one culminating activity project in the classroom.

New words in this story	New words in this story
My favorite part of this story	My favorite part of this story

His name was
Pe ettino
by
Leo Lio i

New Words

1.	4.
2.	5.
3.	6.

Pezzetlino in Italian means "little piece"

INTEGRATING STORY TIME WITH SOCIAL STUDIES

Wilma Narcisco
Regional School District #14

Competency Area III
Grade Levels K-1
Subject Area: Social Studies

I Objectives

Library Media Skills Objectives

1. To demonstrate understanding of information presented in a story which is read aloud.
2. To demonstrate comprehension of concepts which are presented.
3. To be able to express interpretation of events.

Subject Area Objectives

1. To express an awareness of social behavior in the groups with which one identifies.
2. To develop the value that "a sense of fairness is essential in a society."

II Activities

1. At story time, the library media specialist reads the book Dexter the Popcorn Dragon by Jane Thayer (Morrow, 1953). This story is about a little dragon who does quite a bit of showing off when he discovers he can blow smoke. He frightens his friends, the other animals, and in the end, he learns a very important lesson about social behavior.

2. In a sharing time after the story, the library media specialist and the teacher lead a discussion. Emphasis is first put on having children recall main characters and sequence of events. Discussion is then directed toward having children express their feelings and their understanding of the dragon's behavior and others' reactions to him. Children are also encouraged to discuss situations where similar social behavior may be evident.

3. The children can also make stick puppets of the storybook characters and, using appropriate scenery, can act out the story. The activity, which will reinforce understanding of the story, can be videotaped for later playback to the class.

Another activity is to have each child draw a picture of one of the characters at some point in the story. Ideas could include the following depictions:

other animals trying to blow smoke (imitation)
friends being frightened (fear)
friends ignoring the dragon (censure)
various reactions of the dragon (conceit, sadness, guilt, remorse, loneliness)
the dragon's beginning to share again

Children can then share their pictures with the group describing what is happening and why the character is acting or feeling this way.

III Materials/resources

Thayer, Jane. Dexter the Popcorn Dragon. Morrow, 1953
Materials for puppets: cardboard, sticks, paint, glue, markers, construction paper, staple gun
Materials for pictures: paper, crayons, paint
Video tape recorder and television for playback

IV Evaluation

The teacher and the library media specialist will assess the achievement of objectives by observing students' ability to recall story's contents, to interpret the concepts, and to draw conclusions on social behavior. This should be demonstrated in class discussions, puppet show, and the making and explanation of the pictures.

Note: Many children's books can be related to concepts and skills which students are learning in social studies. Selecting stories and designing follow-up activities with the teachers present good opportunities to integrate library media skills with the social studies curriculum.

ALL ABOUT MONEY

Wilma Narcisco
Regional School District #4

Competency Area IV
Grade Levels 2-3
Subject Area: Consumer Education

I Objectives

Library Media Skills Objectives	Subject Area Objectives
1. To participate in a discussion and viewing experience.	1. To distinguish between paper and coin money and to know why each is necessary.
2. To communicate knowledge of topic through "use" of play money.	2. To identify paper monies: one dollar bill; five dollar bill; ten dollar bill; twenty dollar bill; fifty dollar bill.
3. To begin assisting in the production of visuals.	3. To communicate knowledge of topic through setting up and operating a store.

II Activities

1. The library media specialist shows the sound filmstrip All About Money.

2. The teacher assists the class in the following project:

   a. Students use marbles to represent coins--a certain color represents a value (i.e., all blue marbles = dimes, etc.)

      1. Students are to identify coins and the value of each.
      2. Class discusses the need for coins.

   b. Students make their own play paper money using green paper, scissors, pens.

      1. Students identify faces of famous people on five kinds of bills.
      2. Class discusses the need for paper money.

3. The class and its teacher create a simulation store:
   a. each student brings a favorite toy or article;
   b. a monetary value is assigned each item;
   c. a "store manager" and a "store clerk" are selected from the class to operate the store;
   d. students become consumers/customers;
   e. a "sales" day enables consumer action to occur.

4. The teacher and the library media specialist create and laminate a set of flash cards with student assistance:
   a. one side of each card is a paper bill with a value but no face;
   b. opposite side has face of famous person but no monetary value.

5. A relay is played after students have practiced with the flash cards.

III Materials/resources

1. Sound filmstrip <u>All About Money</u> (2 filmstrips/cassettes; Educational Dimensions Group, Stamford, CT. 1979)

2. Flash cards; lamination.

3. Marbles; paper, scissors.

IV Evaluation

Through later assessment, students will be evaluated on their ability to identify coins and currency and to identify reasons for using coins and currency.

The library media specialist and teacher will jointly evaluate the overall effectiveness of the filmstrip, follow-up discussion, class store, and flash card activities.

VIDEO BOOK REPORTS

Wilma Narciso
Regional School District #14

Competency Area III
Grade Level 3
Subject Area: Language Arts

I. Objectives

Library Media Skills Objectives	Subject Area Objectives
1. To understand the characteristics of biographies.	1. To identify specific information and present it in an organized fashion.
2. To understand how biographies are classified and arranged.	2. To develop a distinctive and natural style of oral and written communication.
3. To locate a biography for a book report.	
4. To identify main ideas from a book.	

II Activities

1. The teacher will discuss what it means to be a famous (or infamous) person.

2. Students will name famous (or infamous) people.

3. The teacher will define the term "biography."

4. The teacher will explain that each student is to select and read one biography.

5. The teacher will list important facts which are to be identified for each famous person -- i.e., birth, death, famous deeds, family, contributions.

6. The student will record these important facts on 3x5 index cards.

7. During class time in the library media center, the library media specialist will explain further the nature of biographies ; e.g., accuracy, authenticity, design, etc. Examples of biographies will also be shown and described to students .

8. The library media specialist will also show students where biographies are located and how they are classified and arranged.

9. The teacher and library media specialist jointly assist students in selection. Students are encouraged to use knowledge of biography call numbers and arrangement to find books on persons in whom they are interested.

10. The teacher and the library media specialist will assist students in locating pictures relating to biographies; e.g., George Washington at Mount Vernon.

11. Students will be shown how to make a study print: picture on one side of oaktag and 3x5 note card with facts on opposite side of oaktag sheet.

12. Study prints are then drymounted and laminated with student assistance.

13. Students then do an oral report by using the study print which is held up in front of a video camera while student shares facts with audience.

III Materials/resources

1. Biographies selected for appropriate grade level/ability/interest
2. Oaktag sheets 12x18 or 9x12
3. Dry mount, laminating materials
4. Pictures (of/from/about biography)
5. 3x5 cards

IV Evaluation

Each student is required to
--select and read one biography for a book report
--identify specific information and organize it on cards
--make a study print
--share information orally on videotape

The library media specialist and the teacher will jointly assess students.

GRAPHS AND TABLES

Betty V. Billman
Connecticut State Department of Education

Competency Area III
Grade Level 4
Subject Area: Mathematics

I. Objectives

Library Media Skills Objectives	Subject Area Objectives
1. To interpret data from maps, graphs and charts.	1. To construct information tables.
2. To develop an awareness and evaluation of his/her own television viewing habits.	2. To read tables and find information from them.
	3. To demonstrate ability to construct bar graphs in which information is labeled on two axes.

II Activities

1. Library media specialist records (or locates) "Problem Solving: Making a Table" and "Using Bar Graphs" episodes from the It Figures instructional television series.

2. Library media specialist provides teacher with an accompanying teacher guide and student worksheets. (Exhibit A)

3. Teacher shows "Problem Solving: Making a Table" to the math class and does all or part of the activities with the class.

4. Library media specialist conducts a class discussion in the library media center on television viewing and how it fits into the students' lives. This may involve the use of a TV fact quiz, asking what students' favorite TV shows are and why, and estimating how many hours a day they spend watching television.

5. Media specialist asks students to design a chart to help them evaluate their viewing habits. (Sample, Exhibits B and C)

6. Students are asked to record their viewing activities for one week using the chart.

7. After one week the teacher shows "Using Bar Graphs" and does worksheet activities with students.

8. Students are asked to make a bar graph of their viewing habits using the data they have collected over the past week. A bar graph of cumulative data for the entire class might also be done.

III Materials/Resources

Agency for Instructional Television. "It Figures: Teachers Guide". Bloomington, Indiana, 1982.

Baratta-Lorton, Mary. Mathematics Their Way. Massachusetts, Addison-Wesley, 1976.

Connecticut State Board of Education. A Guide to Curriculum Development in Mathematics. Hartford, Connecticut, 1981.

Connecticut State Board of Education. A Guide to School Library Media Programs. Hartford, Connecticut, 1983.

Far West Laboratory for Educational Research and Development. "A Family Guide to Television." California, 1979.

Hilliard, Robert L. and Hyman H. Field. Television and the Teacher: A Handbook for Classroom Use. Hastings, Pennsylvania, 1975.

Singer, Dorothy and Jerome and Diane Zuckerman. Getting the Most Out of Television. Goodyear, California, 1981. (There are also seven video tapes that can be purchased that accompany Getting the Most Out of Television, from ABC Wide World of Learning, New York.)

The local school math curriculum and adopted text should also be consulted. Equipment resources necessary include a videotape recorder and television set.

IV Evaluation

Effectiveness of the lessons can be determined by evaluating the student's ability to:

1. Transfer TV viewing data to a bar graph.

2. Make and use charts and/or bar graphs successfully on classroom math tests.

3. Apply the use of charts and graphs to other problem solving-situations and activities in other subject areas.

4. Identify information given on graphs and charts found in books, television, newspapers and magazines.

5. Understand and accurately describe his/her television viewing habits.

A more subjective evaluation should be based on a conversation between the teacher and the library media specialist as to their perceptions of student enthusiasm for the projects, increased use of the library media center, and the adequacy of the library media center collections to provide in-depth information and to reinforce the classroom activities.

Problem Solving: Making a Table

This program shows that making a table can help solve a problem, and suggests concepts to consider when making a table.

Before the Program

Suggest to students that during this program they should watch for what Ned and Jessica learn to think about when making tables.

The Program

Ned and Jessica are practicing to be on the swimming team like their older brother George. When George asks them how much they have improved, they don't know because they haven't been keeping track of their times. George shows them how to make a table to record their progress.

Later at home, after trying several times to prepare such a table, Ned and Jessica ask themselves what they want to know and what they are comparing. Then they are able to make tables that will record their practice sessions. (**Animation occurs here.*)

Ned and Jessica try out for the team, but the results won't be announced until the coach gets back from a regional swim meet. George, who is going on the trip, asks them if they want to take over his paper route while he is away. He offers them a choice between two methods of payment. Ned and Jessica make a table to figure out which is the better deal.

When the swim team returns, the coach posts the team roster. Jessica has made it, but Ned has not. Dejected, he carelessly drops his record book. The coach picks it up, sees from the tables that Ned has made steady improvement, and encourages him to keep trying.

**Animation—The royal ball is ten days away, and the Prince needs a date who loves to dance. He promises to take the girl who can dance the longest—either Cinderella or one of her seven sisters. The others rush off to a dance marathon, but Cinderella makes a table first. She then knows how long she can dance and still be back in time for the ball.*

Questions

1. Why did George suggest that Ned and Jessica make a table to help them get on the swim team?
2. Why did Ned and Jessica decide that their table should record how fast they swim instead of the number of hours they practice?
3. How did Cinderella's table help her become the Prince's date for the ball?
4. How did Ned and Jessica decide that they should take the ½¢ per paper rate rather than the $1.00 per day rate?

Activities

1. PROBLEMS FROM THE PROGRAM.

Part A. Put the following table from the program on the chalkboard.

Jessica's Record Book

Date	Freestyle Times (Seconds) 25 m Race	50 m Race
5/20	25	53
5/21	25	52
5/22	24	52
5/23	24	52
5/24	23	52

Ask these questions to make sure that students understand how a table is made and what can be learned from the information.

What is written across the top of the table? (Swimming event)
What is written along the side of the table? (Dates)
What was Jessica's time in the 25 m freestyle on May 21? In the 50 m?
What happened to Jessica's time for the 25 m freestyle during the week of practice?

Part B. Read the following problems to students and have them make tables like those in the program. Discuss what the tables show and how the tables help solve the problem.

1. The Prince will take the girl who can dance the longest to the royal ball. The ball is ten days away. Each of Cinderella's seven sisters says she will dance for twice as long as the one before. How long could Cinderella dance and still be back for the ball? (An additional question might be: If the Prince said that he would be back in twenty days, which number should Cinderella pick?)
2. George will pay Jessica and Ned either $1.00 per day or 25¢ for the first day, then double the previous day's pay for five days. In which way would Jessica and Ned be paid more?

2. TEXTBOOK-LIKE PROBLEM USING A TABLE.

Put the following table on the chalkboard and then read the problem to students.

Flavor	Number of Doughnuts 1	2	3	4	5	6
Chocolate Sprinkles	$.15	$.30	$.45	$.60	$.75	$.90
Plain	.10	.20	.30	.40	.50	.60
Vanilla Iced	.12	.24	.36	.48	.60	.72
Caramel Twists	.20	.40	.60	.80	1.00	1.20
Peanut Twists	.22	.44	.66	.88	1.10	1.32

Carol and Michael work at the Dublin Doughnut Shop. They use the table above to help them figure out how much to charge for the doughnuts that are bought. How much would they charge for:

3 chocolate sprinkles
6 vanilla iced
2 plain
4 chocolate sprinkles and 2 caramel twists
6 peanut twists and 3 plain
4 plain and 2 vanilla iced
1 caramel twist, 2 chocolate sprinkles, and 3 vanilla iced
2 plain, 2 chocolate sprinkles, 2 caramel twists, and 6 vanilla

The activity may continue by having students decide what they would buy and how much it would cost.

3. MAKING TABLES TO HELP SOLVE PROBLEMS.

Students should make tables to find the solutions to the following problems.

A. Leigh and Karla started an exercise program to get ready for a walk-a-thon. The first day they walked fifteen blocks. The next day they walked seventeen blocks, Each day after that they walked two blocks farther. How many blocks did they walk on the eighth day? On which day did they first walk more than forty blocks?

B. A magic bean plant doubles its height every day. To stop it from growing taller, Max needed to pour on Magic Plant Potion. On the first day the plant grew 3 cm. Max wanted the plant to be close to 200 cm tall. On what day should he use Magic Plant Potion?

BEST COPY AVAILABLE

from: Teacher's Guide to "It Figures." Bloomington, Indiana: Agency for Instructional Television, 1982.

Student Worksheet

Problem Solving: Making a Table

Cinderella liked to play a word game with her sisters. Each letter that they used in a word got a certain number of points. The table below shows the number of points that each letter is worth.

Letter	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	s	t	u	v	w	x	y	z
Points	1	3	3	2	1	4	2	4	1	8	5	1	3	1	1	3	10	1	1	1	1	4	4	8	4	10

1. How many points did Cinderella get for the words:

slipper _____ prince _____

queen _____ coach _____

zither _____ midnight _____

How many points is your first name worth? _____

2. Cinderella paid the mice for washing the dishes while she went on vacation. She paid them 2 pieces of cheese the first day and doubled the amount of cheese each day. Make a table to show how many pieces of cheese they got on the ninth day.

3. The birds made Cinderella's dress for the dance. The dress had 8 rows of sequins. Each row had 20 more sequins than the row before it. The first row had 120 sequins. Make a table to show how many sequins were in the eighth row.

from : Teacher's Guide to "It Figures." Bloomington, Indiana: Agency for Instructional Television, 1982.

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Using Bar Graphs

This program shows how bar graphs present information visually, and shows the function of each component.

Before the Program

Suggest to students that during this program they watch for what Andy, David, and Kris learn about making a bar graph.

The Program

Linda is in the hospital recovering from a bicycle accident. She was hit by a car at an unmarked corner on the way to school. Her classmates think that a crosswalk is needed at that corner, but their teacher, Mr. Martinez, knows they will need to prove their case to get action from the traffic commission.

The class collects evidence—counting cars that pass the spot during the day—and Mr. Martinez shows them how to put their data on a bar graph to make it easier to understand. However, when Andy, David, and Kris bring the graph to Linda, she isn't able to understand it. They have forgotten to label the parts of the graph. (**Animation occurs here.*)

Realizing the problem, the youngsters first add a title, then label the axes and the scale. Now Linda can understand the bar graph, and when Mr. Martinez sees it the next day he thinks they have proved their point.

**Animation—The Queen of Hearts has been making delicious tarts. In fact, they are so good that someone has been stealing a number of them. To help solve the crime, the King keeps track of how many tarts are eaten each day, and when the information is put on a graph the culprit's identity is obvious.*

Questions

1. When Andy, David, and Kris brought their information to Mr. Martinez, why did he suggest that they make a bar graph?
2. Why wasn't Linda able to understand the bar graph when her friends first showed it to her?
3. What did the Queen of Hearts tell the King to do to make his graph understandable?
4. How did a graph help the Queen of Hearts figure out who was eating the tarts?
5. What did Linda's friends add to the graph to make it easier for her to understand?

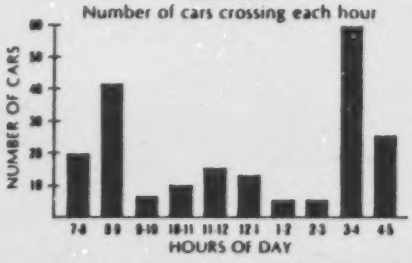
Activities

1. LABELING AND READING A GRAPH.

On the chalkboard draw the unlabeled graph from the program. (Graph 1 below.) Have students label the parts of the graph as in Graph 2, describing the function of each label. When the graph is completed, discuss how the graph shows that a crosswalk is needed.

GRAPH 1

GRAPH 2



2. LOOKING FOR GRAPHS.

Have students find samples of bar graphs in newspapers, magazines, or books and bring them to class. Display all the graphs, and then discuss:

What the graphs have in common
How the graphs are titled and labeled
The scales used on the graphs
The different kinds of information presented
Why some graphs are easier to read than others

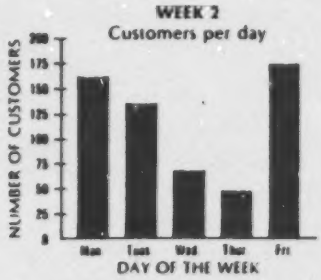
3. GRAPH INTERPRETATION.

On the chalkboard draw the graphs shown below. Then read the following problem to students:

The manager of the local bank wanted to make sure that she had enough people working at the bank to wait on customers. She did not want the customers to have to wait in long lines. She also did not want to have too many people working each day, since that would cost the bank money.

Ask students to look at the graphs and try to answer these questions.

On which days does the bank manager need to have the most people working?
On which day can she have the fewest people working?



4. COLLECTION OF DATA AND GRAPH CONSTRUCTION.

Materials. Students will need graph paper, pencils, and time to collect data.

Have each student make a graph using the following steps:

Select a topic. Each student should select his or her own topic. Possible topics include: favorite fruit, favorite time of day, normal bedtime, or chores done at home.

Decide on data sources. Students should decide what group of people they are going to poll, and pick a realistic number of informants to interview.

Collect data. Suggest to students that when they collect their information they should use a tally chart similar to the one used in the program.

Make a graph.

a. Using graph paper, draw the bottom scale. Label it.
b. Draw the side scale and label it.
c. Fill in the bars.
d. Title the graph.

Analyze the graph. When students have completed their graphs, discuss the results that are shown on them.

from: Teacher's Guide to "It Figures." Bloomington, Indiana: Agency for Instructional Television, 1982.

Student Worksheet

Using Bar Graphs

The Queen of Hearts took a survey to see what kind of tarts she should make. These are the data she collected:

FLAVORS

Apple 𝍸 ||	7	Blueberry 𝍸 ||||		Strawberry 𝍸 𝍸 ||||	
Banana ||		Cherry 𝍸 𝍸 |		Peach 𝍸	

1. Write the total for each flavor in the squares on the tally chart above.
2. The Queen made a graph using the data she collected. Help her finish labeling the parts of the graph. Add the title and label the side and bottom.

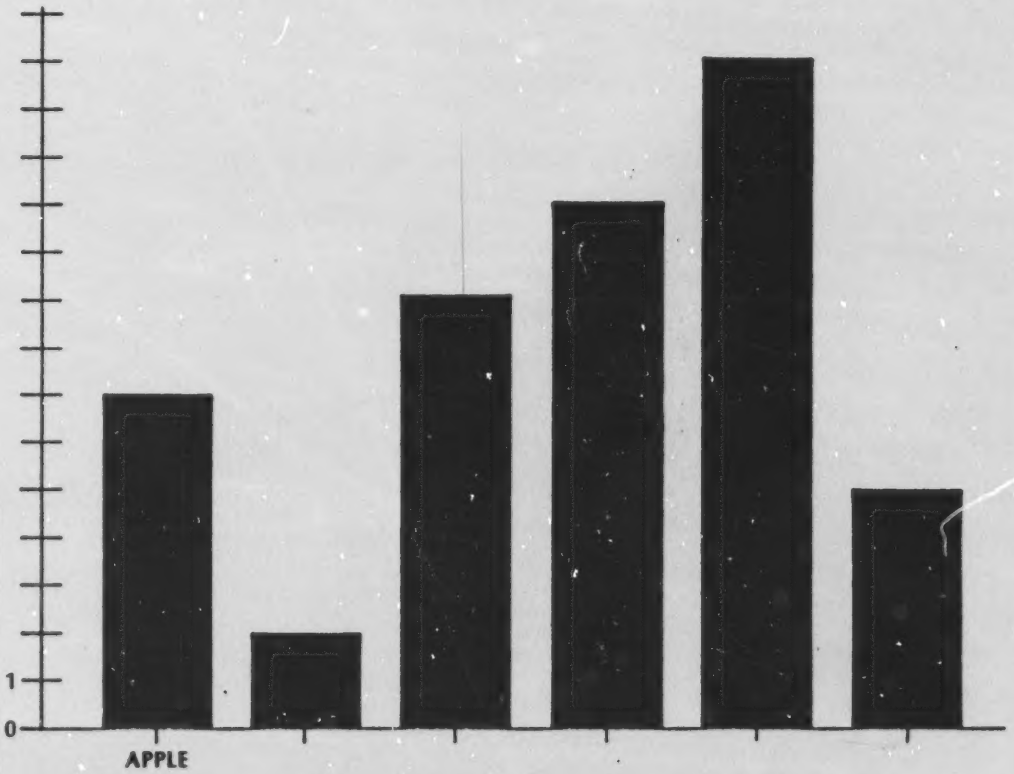
   Use the graph to answer the rest of the questions for the Queen.
3. What flavor is liked the most?

   _____
4. What flavor is liked the least?

   _____
5. If the Queen wants to make only the four most popular flavors, which ones should she make?

   _____ _____

   _____ _____
6. Take a survey of your class, family, or other group and see which flavor tart they like best. Make a graph using the data.



from: Teacher's Guide to "It Figures." Bloomington, Indiana: Agency for Instructional Television, 1982.

SAMPLE VIEWING LOG

DAY	NAME OF PROGRAM	MINUTES WATCHED	TOTAL FOR THE DAY
Monday			
Tuesday			
Wednesday			
Thursday			

DAY	NAME OF PROGRAM	MINUTES WATCHED	TOTAL FOR THE DAY
Friday			
Saturday			
	TOTAL TIME FOR THE WEEK		

HOW MUCH DO YOU WATCH?

Leave this on top of your set.

To start, find out how much TV you and other members of your family watch in an average week. Use this form to fill in the total hours you spend viewing each day, and then total up your hours for the week.

What the results mean...
They could mean different things. To find out, consider these questions:

- Were you surprised by the time you spent with television? Was it more or less than you thought?
- Do you remember times when the set was just "on", with no one watching? If so why was it left on?
- How much time was TV viewing a family activity? What kinds of shows were popular with everyone? Which shows were not?
- Did you talk about those shows you watched as a family? What kinds of discussions did you have?
- Did you use your newspaper TV listings or *TV Guide* in helping you to choose what to watch? Or did you just turn on the set to see what was on?
- Would you want to change the way TV is part of your family's life? If so, how?

Family members write in your names here.

MONDAY					
TUESDAY					
WEDNESDAY					
THURSDAY					
FRIDAY					
SATURDAY					
SUNDAY					
TOTAL HOURS					

(You may also wish to record the names of shows you watched for the week. If so, try to keep track of those programs that all or most of your family watched together.)

from: Ned White. A Family Guide to Television. WGBH Office of Radio and Television for Learning.

MAKING MODEL STORYBOOKS IN SCIENCE

Sonja Gibbs
Branford Public Schools

Competency Area IV
Grade Level 4
Subject Area: Science

I Objectives

Library Media Skills Objectives

1. To demonstrate the ability to communicate in written and visual modes through making a model science storybook using bookbinding techniques.

Subject Area Objectives

1. To identify the pertinent information on a specific assigned science topic.
2. To communicate this information verbally.
3. To describe developments in the technology of printing.

II Activities

Basic overview: The science teacher assigns the culminating task of writing a report on an animal, a plant, type of rock, etc. as part of a unit activity. Children then use library materials for research and write rough copies of reports per direction of the science teacher. Meanwhile, the library media specialist introduces the model book project and the history of printing and publishing. Components of a book are described. Reports are then recopied in the prescribed form and bound.
Approximately six sessions will be held in the library media center. These class sessions are described below.

Outline of library sessions:

Lesson 1

Introduce joint project. The science teacher will make a report assignment separately and will specify the exact type of information which is to be included on the topics.

Introduce the history of printing. Show filmstrip History of Printing. If possible have quill pens, parchment, and type samples available for viewing and handling.

Lesson 2

Show one of the author filmstrips describing how an author gets an idea, does the research, rewrites, makes illustrations and sends work to printer.
Check on progress of report.
(An extra period may be provided for research.)

Lesson 3 An enrichment time.

a. Explore printing with quill pens and stamping with rubber stamps or type, review print procedure showing samples collected from newspaper publishers, color printers, book publishers, etc.

b. Show film or extra filmstrip.
Announce that rough copies of reports (corrected by teacher) are due next week.

Lesson 4 Distribution of bookmaking directions and recopy paper.

a. Parts of a book are reviewed and title page requirements, table of contents laid out. Spacing options for words and pictures are presented.

b. Brief individual conference is held with each child and recopy paper is distributed. (A good idea is to use ditto paper folded in half so that finished books will a be approximately 6" by 9".)

c. Children are instructed to prepare title page and table of contents and to recopy report with illustrations for next session.

Lesson 5 Stitching pages together.

Materials needed - needles, pre-threaded and knotted; paper clips and colored construction paper trimmed to size of ditto paper.

a. Each child needs 1 threaded needle, 1 or 2 pieces of construction paper for end papers and 4 paperclips.

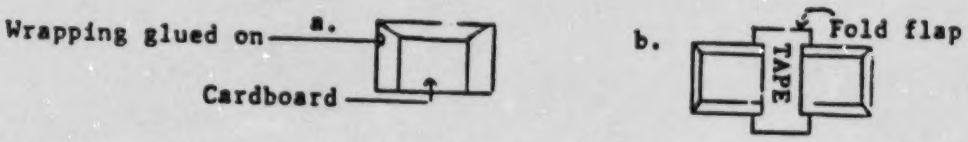
b. Fold construction paper and wrap it around report packet, open and apply paper clips to hold.

c. Stitch down fold, starting and ending on construction paper side and tie off. Remove clips. Child now has a stitched packet ready to glue into cover.

Lesson 6 Covering book.

Materials needed: 2 pieces cardboard 6" by 9" per child, materials to cover each piece of cardboard, cloth tape (wide masking tape can also be used) 1 1/2" wide by 12" long for hinge, pencil, scissors and glue.

(This is a very busy session.)
a. Cover each piece of cardboard - notch corners of paper like an envelope for a finer fold.



b. Tape 2 covered cardboards together and fold extra tape inside.

c. Put glue on outside colored paper of report packet and center in cover, fold to set.

d. Decorate and put title on cover as desired.

III Materials/resources

Suggested sound filmstrips:

SVE. History of Printing
Pied Piper. Story of a Book -- Holling C. Holling writing Pagoo
Pied Piper. Story of a Book -- 2nd ed. Marguerite Henry writing San Domingo: Medicine Hat Stallion
Weston Woods -- How a Picture Book is Made Steven Kellogg writing Island of the Skog

Motion picture (a fun treat though an older film) Creating a Children's Book, showing Jolly Roger Bradfield writing his children's stories

Various realia quill pen, rubber stamp sets, parchment, samples from newspapers and other printers.

Binding materials (Because this was a group lesson, all materials were prepared to one size. Variations on size certainly can be made. Children can also supply some of the materials.)

white, unlined paper -- 8 1/2" x 11"
needles
white thread
paperclips
construction paper -- some 8 1/2" x 11; some can be 9"x12"
cardboard - 6"x9"
materials for covers --construction paper, gift wrapping, contact, wallpaper
glue
cloth tape 1-1/2" wide
scissors
pencils

IV Evaluation

Each student is expected to produce a "complete" book which accurately and logically presents information in the way the teacher requested it. The teacher and the library media specialist will jointly evaluate the contents, organization of the material, format and "completeness" of the book.

PRODUCING A MUSIC AND ART FILMSTRIP
A MULTIPLE ARTS PROJECT FOR CLASSROOM TEACHERS AND/OR ARTS SPECIALISTS

Lloyd Schmidt
Connecticut State Department of Education

Competency Area IV
Grade Levels 4-6
Subject Area: Music and Art

I Objectives

Library Media Skills Objectives

1. To plan and use effective filmstrip sequences.
2. To learn camera and positive film development cannister procedures for classroom projects.

Subject Area Objectives

1. To experience program music projects requiring intensive and directed listening.
2. To create silhouette black and white art frames for filmstrip based on music stimulus.
3. To develop listening and drawing skills.

II Activities

This unit is designed as a group project for general or music and/or art classrooms focusing on music appreciation and listening skills through drawing and filmstrip preparation. The students will prepare chalk silhouette drawings on black construction paper to be photographed with positive black and white film in sequence for immediate development by cannister in the classroom.

Music Teacher Responsibilities

1. To introduce the program music selection and story.
2. To direct listening tasks for the project.

Library Media Specialist Responsibilities

1. To provide necessary software and hardware to produce the sound/slide presentation. (See Exhibit A.)

2. To instruct students in the use of the hardware.

3. To instruct students in effective planning and sequence for the filmstrip project.

Music teacher and the library media specialist will assist the students in:

1. Making decisions as to the sequence of topics from the music for the filmstrip.

2. Preparing a storyboard.

3. Selecting examples of individual student work for a group filmstrip (each student's filmstrip).

III. Resources/bibliography

Materials

1. 35mm camera, special lighting if necessary.
2. Positive black and white film.
3. Paper with frames for storyboard.

Equipment

1. Camera
2. Special lighting if necessary.
3. Cannister 35mm film developing kit.
4. Filmstrip projector, screen.

Bibliography

1. Recording or tape of selected program music. Recommendation: Danse Macabre (Saint Saens), Peter and the Wolf (Prokofiev).
2. Appropriate information sources on composers, performers, filmstrip making.

IV Evaluation

1. The students are expected to recognize aural music cues for filmstrip frame changes.
2. The students are expected to demonstrate positive feelings about the composition as a result of their experience.
3. The students are expected to be able to experience a performance of their filmstrip accompanied by the selected recordings or tape.
4. The music teacher will evaluate the content and attitude and the library media person will evaluate for technical quality.

This unit is easily transferable to more structural and abstract musical selections. Narration, dance and/or other media effects may be added to the presentation.

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Exhibit A
Producing a Music and Art Filmstrip

CONNECTICUT STATE DEPARTMENT OF EDUCATION•HARTFORD•BUREAU OF PUPIL PERSONNEL / SPECIAL EDUCATIONAL SERVICES

Special Education Resource Center

275 WINDSOR ST., HARTFORD, CT. 06120 • TEL. (203) 246 8514

INEXPENSIVE BLACK & WHITE FILMSTRIPS FOR YOUR CLASSROOM

KEEP LINES BOLD and away from the edge of the paper.

Preparation of Artwork

Do the artwork on 9-12 in. sheets of black construction paper with chalk or white water color. You might also try white or light colored papers cut into various shapes and glued to the black background.

(This art can be made directly on a blackboard.)

USE TAPE TO HOLD ARTWORK IN POSITION ON THE WALL

1 IN. BETWEEN SHEETS

Shooting the Filmstrip

FILL THE VIEWFINDER WITH THE ARTWORK (DO NOT HAVE A LOT OF WALL SHOWING AROUND ART)

REWIND KNOB
ADVANCE LEVER
RELEASE BUTTON IS LOCATED ON THE UNDERSIDE OF CAMERA
RELOADABLE CARTRIDGE
THE CAMERA IS MOUNTED ON A TRIPOD

Camera Settings

You can use any type of 35MM camera.
(A single lens reflex camera is preferable.)

- SET APERTURE TO f stop 2.8
- SET THE SHUTTER SPEED TO 1/15th OF A SEC.
- FOCUS THE ARTWORK

Any BLACK & WHITE film may be used, however, Kodak TRI-X has proven to be a very reliable film.

Using a BULK LOADER and purchasing 35MM film in 100 FT. rolls allows for the greatest economy.

Camera Operation

- MAKE SURE THE FILM IS CAUGHT ON THE SPROCKET & ADVANCING
- CLOSE CAMERA AND ADVANCE THE FILM 3 FRAMES TO GET THE FILM BEYOND THE "EXPOSED" FILM
- START SHOOTING FILMSTRIP (TWO PIECES OF ARTWORK FOR EACH EXPOSURE)
- AFTER ALL THE EXPOSURES ARE TAKEN– PRESS THE RELEASE BUTTON– HOLDING IT IN WHILE REWINDING THE FILM BACK TO ITS CARTRIDGE

• This bulk loader and film as well as all the other items discussed in this idea sheet are available at photography stores.

Development of the Filmstrip

NEEDED ITEMS

- BLACK PHOTOGRAPHIC CHANGING BAG
- FILM DEVELOPING TANK
- KODAK MICRODOL-X DEVELOPER
- KODAK FIXER

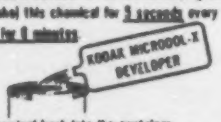
Step 1 Put the film cartridge and developing tank into the black changing bag. Open the film cartridge by prying off the end. Push out the film.

Step 2 Detach the film from its roller and start the square end of the film onto the developing reel. Rotating this reel back and forth will load the film onto the reel. (Practice this procedure with exposed film before you try it in the changing bag.)

Step 3 Once the film is totally on the reel–put the reel into the tank and close the cover tightly. You may now bring the closed tank into the light. Save the reloadable film cartridge for future use.

Step 4 You may now begin the use of simple chemicals.

Add MICRODOL-X DEVELOPER to the developing tank. Agitate (shake) this chemical for 5 seconds every 30 seconds for 6 minutes.



Pour this chemical back into its container because it is reusable.

Step 5 Rinse in running water for 2 minutes. This stops the development action. Pour off the water.

Step 6 Pour KODAK FIXER into the developing tank and let it stay in the tank for 5 minutes. Pour this chemical back into its container for future use.

Rinse in running water for 2 minutes. Dry with a sponge or paper towel. After the film is thoroughly dry, you may use a permanent transparency marker for color.

UNDERSTANDING ELECTRICITY

Grace Roche
Guilford Public Schools

Competency Area II
Grade Level 5 - 6
Subject area: Science

Objectives

I Library Media Skills Objectives

1. To select appropriate non-fiction and reference material for obtaining information.
2. To utilize indexes in order to locate specific information within a book.
3. To prepare a simple bibliography.

Subject Area Objectives

1. To identify pertinent biographical data on an assigned scientist, focusing on the individual's background in relation to scientific discovery.
2. To communicate orally basic knowledge about the scientist's life and scientific discovery.
3. To demonstrate understanding of basic principals of electricity used by the scientists in their work.

II Activities

A. The teacher will assign students the names of scientists who have made major contributions in the field of electricity and will explain that there will be class time for library research. The teacher also explains that the following will be expected of each student:

1. Oral presentation in the format of a news broadcast or show. Limited to most important aspects of individual's life and events relating to scientific discovery.

2. Written script of the oral presentation.

3. Bibliography with a minimum of two sources (with only one encyclopedia).

4. Model or chart relating to experiment or discovery.

B Research activities

1. Suitable book collection assembled by library media specialist and put on reserve.

2. Class held daily in the library for one week.

3. Students are assigned to work in pairs in order to provide the opportunity to discuss ideas and therefore help to understand concepts.

4. During library class time, the teacher and the library media specialist works with students to check:
   -- their selection of reference books and books from the reserve collection
   -- their ability to use indexes to find information on the specific topics.

5. Library media specialist distributes bibliography sample and instructs individual students on the proper bibliographic form.

C. Making of Models and Charts

1. Complete in science lab under direction of the teacher.

2. Student's assignment sheet suggests projects.

3. Reserve collection of library books is placed in the lab for this part of the unit.

D. Oral Presentation (in form of news broadcast or talk show)

1. Presented in library media center with props (including models and charts). K- 12 science coordinator attends.

2. Can be videotaped for later sharing with students and to keep as a reserve to use with future students.

III Resources/bibliography

1. Appropriate information sources in science and biography.

2. Multiple copies of annotated booklist of key sources.

3. Bibliography sample.

4. Post board, construction paper, scissors, glue, markers, etc. for charts.

5. Materials needed for science models.

6. Videotape recorder, camera, monitor, tapes.

IV Evaluation

Each student (working in pairs) is expected to complete the projects listed under activities. The projects are to demonstrate pertinent knowledge of a key scientist's life as well as knowledge and understanding of the concepts which his/her discovery or experiment involved.

The teacher will evaluate the accuracy and comprehensiveness of the student's knowledge and understanding. The library media specialist and the teacher will jointly assess the student's use of sources and the way in which learning is expressed through the oral presentations, charts, and models.

Note: This unit is a revision of a previous unit that both the teacher and the library media specialist felt needed to be improved. The original unit required students to write a short "research paper" on a scientist who had made a major contribution in the field of electricity. Because most students did not understand the complexity of the scientist's work or theory, students usually copied insignificant biographical information. Important electrical concepts and experiments were also copied with little comprehension. The research paper was not an effective method for understanding basic concepts of electricity. The activities described above have proved to be more effective.

COMPUTERS IN THE WORKPLACE

Antonia Grossman
Greenwich Public Schools

Competency Area I
Grade Level 5-6
Subject Area: Career Education Utilizing Computers

I Objectives

Library Media Skills Objectives

1. To demonstrate a working knowledge of where to find materials on careers in the library media center.
2. To begin to identify and use sources of information in the community

Subject Area Objectives

1. To cite examples of computer applications in business and industry
2. To demonstrate an understanding of how computers are used in different careers.

II Activities

1. The teacher assigns each student a career or occupational area which they will research in terms of the use of computers. Examples could include banking employees, travel agents, newspaper reporters, secretaries, engineers, lawyers, medical personnel, insurance workers, librarians, etc.

2. The library media specialist and teacher work together to plan an orientation session for students on locating and using career education materials.

3. The library media specialist assists the teacher in selecting appropriate media to use in the classroom as background to understanding the capabilities of computers. Some suggested titles are included in the bibliography below.

4. The orientation session is held in the library media center with the library media specialist identifying and explaining the use of the following sources on careers:
   - reference books.
   - other books from non-fiction collection
   - periodicals
   - pamphlets
   - nonprint media

The location and use of materials on the utilization of computers in the workplace will be included in the session. Also to be included are sources of addresses for the letter writing activity which follows.

5. Students will complete library research during additional scheduled time. The library media specialist and teacher work closely with each student to assist in the selection and use of appropriate materials.

6. Research is enhanced by also having students write letters to businesses or organizations to inquire about their use of computers. This can be accomplished through incorporating a Language Arts unit on letter writing into this Career Education activity. Establishments to which students write would be those where persons in their career areas would be employed. The teacher will ensure that the particular companies or businesses do not receive too many letters.

7. Each student will orally report to the class about the ways in which their assigned occupations use computers. Responses to letters are shared with the class at this time.

   A brief written report explaining the use of computers can also be required as a language arts activity.

8. An excellent culminating activity to the entire unit is to take a class field trip to one or more of the workplaces studied. During such a trip, students could observe the actual use of computers in their jobs.

III Materials/resources

FILMS: About Computers (Motion Picture). Santa Monica, California: Glen Fleck, 1979, 10 min., sd., col., 16 mm.

FILMSTRIPS: Understanding Computers (filmstrips). New York: Encyclopedia Britannia, 1982, 5 rolls and 5 cassettes.
Part I What Computers Can Do.
Part II What Computers Can Not Do.

VIDEOTAPES: Adventure of the Mind: A series on Personal Computers. Six 15 min. T.V. lessons. Baltimore: John Hopkins University Applied Physics Lab and ITV Cooperative, 1980.

Part I The Personal Touch
Part V. For Better Or For Worse

BOOKS:

Bendick, Jeanne. Space travel. Watts, 1982.

Berger, Melvin. Computers in your life. Harper-Row, 1981.

Felder, Eleanor. The whole works: Careers in publishing and printing. Children's Press, 1976. (Raintree Editions).

Krasnoff, Barbara. Robots: Reel to real. Arco, 1982.

O'Brien, Linda. Computers. Watts, 1978.

IV Evaluation

The teacher will evaluate the accuracy and depth of each student's knowledge of the use of computers in their assigned area. The teacher and library media specialist together will informally assess the students' proficiency in identifying and using sources of information on careers and computers.

MATH SCAVENGER HUNT: A CONTEST IN MATHEMATICS

Emma Lou Benedict
Ridgefield Public Schools

Competency Area I
Grade Level 7
Subject Area: Mathematics

I Objectives

Library Media Skills Objectives

1. To locate special areas in the library media center.
2. To locate the center's special reference materials particularly in the area of mathematics.
3. To become motivated to use such materials not only for the contest but also for assigned work, independent study and leisure reading.

Subject Area Objectives

1. To perform mathematical operations using a calculator.
2. To perform computations accurately and in the correct order.

II Activities

The activity described here is a mathematics contest, co-sponsored by the Library Media Center and the Mathematics Department, open to all students.

Students will be given an algebraic expression to evaluate. It is suggested that there be 3 different expressions of varying difficulty, to provide for different levels of ability and achievement. The value of the expression will be found by determining the value of each variable which may be found by completing mathematical computations, locating certain areas in the LMC, or by finding the answers to specific research questions. The following is an example of a simple question:

Find the value of X if:

$$X=\frac{(B+D)(C-A)}{F} - G^{E}$$

and

A = Number of moons of Mars
B = Largest 3 digit palindromic number not ending in 9
C = Birth year of Tony Randall

D = Number of white keys on a piano
E = Number of Presidents who have served less than one year
F = Number of primes less than eleven
G = Number of countries that border Hungary

Math teacher responsibilities

1. Teach the students the mathematics skills necessary to perform the computations and to solve the equation.

2. Prepare the equations and determine the values of the variables.

3. Determine the correct answer.

4. Check contest entries for correct solution.

Library Media Specialist responsibilities

1. Introduce the students to the types of materials to be used.

2. Introduce specific materials and areas of the LMC.

3. Prepare bibliography, entry blanks, rules, etc.

4. Check answer sources if a disagreement arises as to the correct answer for a variable value.

The library media specialist and the math teacher will jointly publicize the contest and seek to provide prizes for the winners from school or PTA/PTO funds. They will prepare joint news releases to school and local papers and other appropriate media outlets.

III Materials/resources

Suggested rules (These can be attached to the contest entry forms.)

1. You may use computers, calculators, textbooks, reference books, maps, fingers, toes, etc.

2. All answers should be <u>your</u> answers -- no help.

3. Entry blanks must be filled out completely, including not only the value for X but also each variable and the source of the answer if a reference source was used. The value of X should be expressed as an integer or a mixed number.

4. For each of the problems the winning entry will be the one that correctly states the value for X. If no entry correctly states the value of X, the winner will be the entry with the greatest number of correct values for the variables. Ties will be broken by random drawing.

5. There will be first prizes in each expression -- (state prizes).

6. Entries must be placed in the contest box in the LMC by _____ on _____.

7. State which ability and grade levels should use which of the 3 problems.

GOOD LUCK!

Math Scavenger Hunt

Name _____
Math grade or level_____
Math teacher _____
Answer X= _____

Problem 1

$$X = U(E+G) + \frac{K}{P} - H^{A} + BVF - \frac{ST}{A} + M(D+W) + TQM + WS - B - C + Q(R-L) + JN + C^{H}$$

Variable	Source	Variable	Source
A=		M=	
B=		N=	
C=		O=	
D=		P=	
E=		Q=	
F=		R=	
G=		S=	
H=		T=	
I=		U=	
J=		V=	
K=		W=	
L=			

*Be sure to give the title of the book you used for the reference question and the page on which you found your answer.

Sample variables

A. What is the number of primes less than twenty five?
B. What is the largest three-digit palindromic number?
C. Give the number of degrees in each central angle of a regular octagon.
D. What is the number of edges on one face of a parallelepiped?
E. $X^2 + 5x + 6 = 0$ $x = ?$
F. How many drawers in the SUBJECT side of the card catalog have cards beginning with the letter "S"?
G. How many paperback racks does the LMC have?
H. How many stairs are there to climb when you go from the main floor to the balcony?
I. How many computers are there in the Computer Lab?
J. What is the numerical value of the 7th key from the left on the top row of the keys of the Apple II computer?
K. How many home runs did Mantle hit in the year Maris hit 61?
L. What is the atomic number of krypton?
M. How many sides of a trapezium are parallel?
N. In what year was Leonardo Fibonacci born?
O. How many barometers did Pascal's brother-in-law carry up the sides of the Puy-de-Dome mountain?

What is/are:

P. The number of miles between Hartford and New Haven?
Q. The number of thieves Ali Baba had to contend with?
R. The first three digits of the zip copde of Custer City, Oklahoma?
S. The street number of the White House?
T. The number of years Robinson Crusoe was alone on his island before Friday arrived?
U. The number of landlocked countries in South America?
V. The number of card catalog drawers on the SUBJECT side of the card catalog in the ERJHS library?
W. The year in which the Alamo fell?

Bibliography

East Ridge Junior High School Library Mathematics Contest
Sample Sources

"Arithmetic is numbers you squeeze from your head to your hand to your pencil till you get the answer." Carl Sandburg

811.08 Plotz, H. IMAGINATION'S OTHER PLACE: POEMS OF SCIENCE AND MATHEMATICS

Types of Reference Materials

R031 Encyclopedias -- multivolume sets of general information on all subjects. Good place to start when researching a subject. USE THE INDEX!

(For scientific subjects try:)

R503 SCIENCE AND TECHNOLOGY ENCYCLOPEDIA
R510.3 Newman UNIVERSAL ENCYCLOPEDIA OF MATHEMATICS
R031.03 Almanacs--the most useful single volume, yearly collection of facts, statistics, tables and general information. USE THE INDEX! For other sources of statistics, try:

R STATISTICAL ABSTRACT OF THE UNITED STATES
R973.2 HISTORICAL STATISTICS OF THE UNITED STATES
R551.6 Huffner THE WEATHER ALMANAC

R423 Dictionaries--for word meanings, derivation, often brief encyclopedic information. EX. - American Heritage DICTIONARY OF THE ENGLISH LANGUAGE. For specialized words, try:

R510.3 James MATHEMATICS DICTIONARY

R920 Biography -- for information about people -- past and present, including birth and death dates and, often, addresses. Ex., -- CURRENT BIOGRAPHY - people currently in the news. Use index volumes 1950, 1960, 1970, 1979. For scientists and mathematicians, try:

R925 Asimov BIOGRAPHICAL ENCYCLOPEDIA OF SCIENCE AND TECHNOLOGY

ENJOY THESE FROM THE MATHEMATICS SECTION 510 - 519

510 Abbott, E. FLATLAND - a story in two dimensions

510.7 Kadesch, R. MATH MENAGERIE - math projects

510.9 Rogers, J. STORY OF MATHEMATICS FOR YOUNG PEOPLE --math history

IV Evaluation

1. Students are expected to be able to perform the computations correctly.

2. Students are expected to be able to find the correct answers to the research and location questions in the resources of the LMC. Achievement will be measured by the number of correct answers to each variable and the number of correct solutions to the equation.

The math teacher and the library media specialist will also evaluate the overall success of the contest on the basis of:

1. The number of participants.

2. The number of correctly completed variable values.

3. The number of correct solutions to the equation.

PRODUCING SLIDE PRESENTATIONS IN MUSIC

Emma Lou Benedict
Ridgefield Public Schools

Competency Area IV
Grade Level 7 - 8
Subject Area: Music

I Objectives

Library Media Skills Objectives

1. To use photography to communicate ideas.
2. To specifically prepare a slide/tape utilizing:
   instamatic or 35mm camera
   Kodak Visual Maker or copystand
   cassette tape recorder
   programmer/synchronizer.
3. To organize materials by preparing a storyboard.

Subject Area Objectives

1. To carefully examine the life and music of a composer or performer and to be able to interpret it visually.
2. To listen critically to the music of the person selected and to be able to interpret it visually.
3. To develop, especially among students not participating in the school's musical groups, a sense of "ownership" in music.

II Activities

This unit is designed as a group project for students in a general music class to interpret musically and visually the music, life and/or career of a composer or performer.
The students will select a piece of program music, life and/or career of a composer or performer or a song (ballad, rock, folk, etc.) and prepare slides to interpret it visually. If program music or a song is used, that will be the audio. If a composer is selected, appropriate selections from his/her music will be used for the audio portion. For the visual portion, pictures will be selected to illustrate his milieu or life.

Music teacher responsibilities

To introduce the students to the music, composer or performer and teach the students to listen critically to the music.

Library media specialist responsibilities

1. To provide the necessary software and hardware to produce the sound/slide presentation.

2. To instruct students in the use of the hardware.

3. To instruct students in the appropriate research skills.

Music teacher and the library media specialist will assist the students in:

1. Finding examples to illustrate (music and/or musicians)
2. Preparation of the storyboard

III Resources/bibliography

Materials

1. Tape cassettes
2. Film
3. Paper for storyboards

Equipment

1. 35mm or instamatic camera

2. Copystand or Kodak Visualmaker

3. Slide/sync tape cassette recorder/player

4. Slide projector

Bibliography

1. Recordings of program music; e.g., Peter and the Wolf (Prokofiev), 1812 Overture (Tchaikovsky), The Planets (Holst), Carnival of the Animals (Saint-Seans), Pictures from an Exhibition (Musorgski)

2. Recordings of composers.

3. Recordings of appropriate ballads, rock , folk.

4. Sound filmstrip: Communicating your message: the sound/slide program. Salem, Oregon, The Media Tree, 1981.

5. Appropriate information sources on composers and performers.

IV Evaluation

1. The students are expected to study in depth the music, life and career of a composer or performer in order to interpret the music/life visually.

   Students are expected to be able to locate and photograph (from life or through use of a copystand) examples to illustrate the musical selection, life or career of the composer or performer, prepare a storyboard to organize the presentation, record and lay down a sync impulse on a cassette tape.

3. The achievement will be measured by the quality of the production of a complete sound/slide presentation.

4. The music teacher will evaluate for content and the library media specialist for technical quality. Programs for presentation at concerts, PTA meetings or for cable cast (if copyright laws permit) will be selected jointly by students, teacher and the library media specialist.

   This unit is easily transferable to other arts areas. It is suggested that in the area of art, the presentation focus on the principles and elements of design as they appear in nature, manufactured objects and commercial art. This will sharpen the skill of observation of the students and bring the study of design from the theoretical to a practical study of the world and environment in which the student lives and functions.

SUBSTANCE USE AND ABUSE

Maureen Reilly
Regional School District #10

Competency Area II
Grade Level 9
Subject Area: Health and Safety

I Objectives

Library Media Skills Objectives	Subject Area Objectives
1. To begin to use special reference books such as McGraw-Hill Encyclopedia of Science and Technology, Book of Popular Science, and Social Issues Resource Series (SIRS).	1. To contrast social/ psychological effects of substance abuse with physiological effects.
2. To use special indexes specifically, Readers' Guide to Periodical Literature.	2. To describe the potential dangers of substance use that interfere with normal body functioning.
3. To use microforms for obtaining information.	

II Activities

1. The teacher assigns a "substance topic" to each student and explains that an approximately three page report will be required which will include the information needed to meet the subject area objectives.

2. The teacher further explains that students will be asked to use at least one article from SIRS, one article from another special reference book, and one magazine article located through Readers' Guide.

3. The teacher and library media specialist discuss the assignment and schedule library time for class group(s).

4. During the initial session, the library media specialist
   a. Introduces the 9th graders to the special reference section and points out and briefly explains the specific titles which can be used (including SIRS);

b. Uses transparencies or appropriate hand-outs to cover the use of the Readers' Guide; i.e., how to look up a subject, how to identify information in entries, etc. (Sample handout, Exhibit A);

c. Explains the use of the library media center's own magazine list and method of requesting magazines;

d. Describes, in general, the use of microforms and microform readers;

e. Indicates that step-by-step instructions for using readers will be given on an individual or small group basis as students actually begin to retrieve and use magazines on microfilm; and

f. Distributes magazine request slips to fill out when article entries are located.

5. Students locate appropriate sources and proceed with reading and note-taking on areas to be covered.

6. Students write report as specified in activity 1.

III Materials/resources

Reference titles such as those listed
Readers' Guide to Periodical Literature
Magazines available both in original copy and on microform
Transparencies or hand-outs for instruction on Readers' Guide (see below)
Magazine request slips

IV Evaluation

Each student will successfully locate and use required information sources and will complete a report which satisfactorily covers the objectives in the subject area.

SAMPLE HANDOUT ON THE READERS' GUIDE

Rosemary Morante
Windsor Public Schools

What is it?

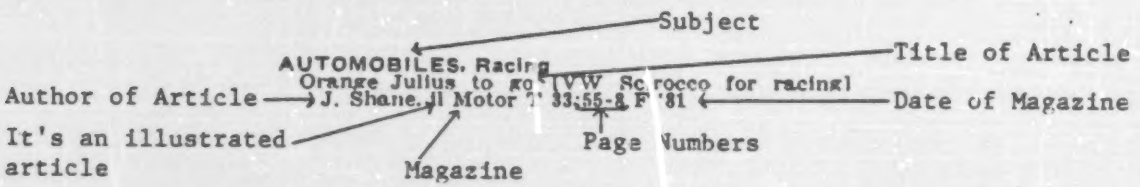
The Readers' Guide is an index to magazine articles. Every subject which has been written about in magazines is listed there under that subject.

Which one do I use?

Readers' Guides are published every so often during the year in light green paperback form. At the end of the year, one dark green edition is published which contains all of the listings for the year. The dates covered by each Readers' Guide are listed on the front and the spine of the book.

How do I use it?

If you want to find a magazine article on Auto racing for example, you would look in a Readers' Guide under AUTOMOBILE RACING and find:



How do I find that magazine in this library?

Look on the magazine list for WHS which is on the Readers' Guide table.

Field and Stream	1968 - present Microfilm: Sept. 1972 -
History Today	irreg. issues
McCall's	1973-present
Mother Earth News	irreg. issues
Motor Trend	1978 - present Microfilm: 1972 -
National Geographic	1968 - present
New Yorker	1977 - present

This tells you for example that we have Motor Trend magazine starting in 1978 (it would be in the back room.), and we also have it on Microfilm from 1972 on.

DEBATING: FINDING INFORMATION TO SUPPORT YOUR ARGUMENT

Judith Peterson
Greenwich Public Schools

Competency Area II
Grade Level 9
Subject Area: Language Arts

I Objectives

Library Media Skills Objectives

1. To locate information on a debating topic in reference books.
2. To interpret a Reader's Guide citation.
3. To locate an article in a magazine using the Readers' Guide.

Subject Area Objectives

1. To express a point of view and defend it with evidence.
2. To organize information in a logical manner for a formal debate.

II Activities

1. Schedule English classes into the Media Center. (In English class, students already have seen a debate by the high school debating team, learned about debating techniques, and have chosen their debating topics.)

2. Review the ten steps for writing a research paper. Show the transparency "Writing the Research Paper (10 Steps)." Discuss how the research technique can be adapted for oral presentation. (See transparency master at end of lesson description.)

3. Show the students the Encyclopedia of Social Sciences and the Encyclopedia of Bioethics. Point to the location of these volumes on the shelves.

4. Show the students the Readers' Guide to Periodical Literature.

   a. Show the different formats -- biweekly, monthly, tri-monthly, annually. Ask them when they would use each.

b. Have the students turn to the page "Abbreviations of Periodicals Indexed." Ask them for the full name of the magazines listed as Bus Week, Mot Boat Sail, and Sci Am.

c. Have the students turn to the page "Abbreviations." Ask the students for the meaning of Je, Ja, il, por and +.

d. Project the transparency NUCLEAR WEAPONS SEE ATOMIC WEAPONS. Discuss what this cross reference is instructing the students to do. (See transparency master at end of lesson description.)

5. Project the transparency ATOMIC WEAPONS. (See transparency master at the end of lesson description.)
   a. Discuss what the SEE ALSO reference means.
   b. Explain the parts of the first citation.
   c. Ask several students to identify the parts of the other two citations.
   d. Hold up one of the magazines mentioned on the transparency. Find the article.

6. Divide the students into debating teams and have them begin research. Assist students in finding materials.

III Resources

Books

1. Encyclopedia of Bioethics. 4 vols. New York: Free Press, 1978.
2. International Encyclopedia of the Social Sciences. 8 vols. New York: Free Press, 1977.
3. Readers' Guide to Periodical Literature -- last five years.

Magazines - one of the following:

1. Alpern, D.M. "The ABC's of Nuclear War; Harvard Study Living with Nuclear Weapons." Newsweek, 6 June 1983, p. 39.
2. Alpern, D.M. "Who's Cheating on SALT?" Newsweek, 9 May 1983, p. 23.
3. "Who's No. 1? Even Experts Disagree (U.S. or Soviet Union)." U.S. News and World Report, 13 June 1983, p. 48.

Transparencies

1. Atomic Weapons
2. Nuclear Weapons See Atomic Weapons
3. Writing the Research Paper

Equipment

1. Overhead projector
2. Screen

IV Evaluation

English teacher

The students' presentation in the debate will be judged for the quality of information, amount of information and logical organization of facts.

Library media specialist

1. The bibliography that the students will give to the English teacher will indicate the reference books and periodicals the student used.

2. The library media specialist will observe how well the students locate information and take notes while working in the Library Media Center.

WRITING THE RESEARCH PAPER

(10 STEPS)

1. LIMIT YOUR TOPIC.

2. SURVEY THE TOPIC - (ENCYCLOPEDIA).

3. CHOOSING THE MATERIAL - (A) BOOKS
   (B) MAGAZINES
   (C) NEWSPAPERS
   (D) A/V
   Films
   Filmstrips
   Tapes

4. BIBLIOGRAPHY CARD,

5. NOTE CARDS: (A) Summary
   (B) Quotation

6. ORGANIZING THE NOTES (OUTLINE).

7. WRITE THE ROUGH DRAFT.

8. FINAL DRAFT.

9. FOOTNOTES.

10. BIBLIOGRAPHY.

NUCLEAR WEAPONS SEE ATOMIC WEAPONS

ATOMIC WEAPONS

SEE ALSO

ATOMIC BOMBS
GUIDED MISSILES

THE ABC'S OF NUCLEAR WAR [HARVARD STUDY LIVING WITH NUCLEAR WEAPONS] D. M. ALPERN NEWSWEEK 101:39 JE 6 '83

WHO'S NO. 1? EVEN THE EXPERTS DISAGREE [U.S. OR SOVIET UNION] IL U.S. NEWS WORLD REP 94:48 JE 13 '83

TESTING

WHO'S CHEATING ON SALT? D. M. ALPERN. IL NEWSWEEK 101:23 MY 9 '83

USING TELEVISION FOR PERFORMANCE EVALUATION IN SPORTS

Rosemary Morante
Windsor Public Schools

Competency Area IV
Grade Level 9
Subject Area: Physical Education

I Objectives

Library Media Skills Objectives	Subject Area Objectives
1. To effectively utilize video equipment as a means of recording performance and evaluating skills.	1. To develop and refine skills in a specific physical activity.

II Activities

1. The library media specialist explains to the physical education department and/or freshman coaching staff the potential for using video equipment for performance evaluation.

2. The physical education teacher arranges equipment instruction for those students who will help utilize equipment in class. A coach can do the same for students who are recruited to be video assistants for different teams. Such students can function in a capacity similar to that of team managers.

3. The library media specialist or media aide explains the step-by-step operation of video equipment to students at scheduled times. A brief guide outlining these steps is also given to students for their later use.

4. Equipment is scheduled for use during specific class or practice times.

5. Individual or group performances are recorded and later played back in class or practice.

6. During playback, staff and students evaluate together strengths and weaknesses. Emphasis is put on pinpointing exactly where improvement should take place. Frequent use of "replays" is made as well as some use of "stills" which allow for accurate spotting of problems.

   Areas where this type of activity is especially appropriate include swimming and diving; gymnastics, dance, and golf as well as the traditional team sports such as basketball, football, etc.

III Resources

The only pieces of equipment needed are a video camera, video tape recorder, and a monitor for playback. For outdoor sports, the video tape recorder will have to be battery powered. The only other resource required is a sufficient supply of blank tapes.

IV Evaluation

Students participating in the production are expected to record tapes of reasonable technical quality. Both the library media specialist and the teacher or coach can evaluate this by viewing the tapes.

All students who have been taped should be working on the correction of weaknesses or problems identified on videotapes. The teacher or coach should observe this.

Finally, the overall effectiveness of the activity as a strategy for analyzing and improving skills can be evaluated through consultation between the media specialist and teacher or coach. Student opinion on the effectiveness of utilizing the video medium should also be solicited.

UNDERSTANDING HANDICAPS

Rosemary Morante
Windsor Public Schools

Competency Area I
Grade Level 10-12
Subject Area: Vocational Education/Home Economics

I Objectives

Library Media Skills Objectives	Subject Area Objectives
1. To locate and utilize appropriate print and non-print materials in the school library media center.	1. To identify the causes and nature of different handicaps as well as the means by which difficulties can be overcome and the services available to do this.
2. To become familiar with using bibliographies as a way to identify additional items.	2. To develop a more understanding and open attitude toward handicapped citizens.
3. To become aware of computerized library networks and to acquire additional materials by using such a network through the local public library.	
4. To locate and utilize other outside resources which can provide information.	

II Activities

1. The home economics teacher contacts the library media specialist about the objectives and nature of the project. Consultation on possible topics and available resources takes place.

2. Class visits are scheduled and each student is assigned a specific handicap to research.

3. During class visits, the library media specialist quickly reviews the use of the card catalog, Readers' Guide, pamphlet file, etc.

4. The library media specialist explains in more detail the use of bibliographies as a way of identifying further resources.

5. Also described is the process of contacting the public library to find out if they or another area library has titles not available in the school. Included in this is an explanation of the type of computerized system which allows the public library to do this.

6. The library media specialist also covers the use of outside agencies in this project and how to identify such groups. Students are encourage to write to the different organizations which are noted in readings or bibliographies -- and to use the telephone book, the Connecticut Almanac, the Connecticut Register and Manual to identify regional or state branches of these organizations.

7. The State of Connecticut's Office of Protection and Advocacy for the Handicapped is also noted as a resource to contact for materials. The address can be found by students in the Connecticut Register and Manual and the telephone number in the "Government and Municipal Guide" section of the telephone book. (These two sources are especially stressed as valuable sources of information that students may need throughout their adult lives.)

8. Students proceed to locate at least five resources and to read and take notes. One source must be obtained from an outside "non-library" agency. Students will also be asked to write down any titles listed in a bibliography which they cannot find in the school center. The library media specialist will collect requests and as pre-arranged through cooperative agreement, he/she will contact the public library to search for the title. A request form for this is found at the end of the unit description.

9. Students prepare oral presentations of approximately ten to fifteen minutes that will cover the causes, nature, and means for overcoming different handicaps. Questions and discussion from other students will follow. Written bibliographies are submitted.

III Resources

Specific books on the handicapped which could be especially useful for this project include:

Bruck, Lilly. Access: the guide to a better life for disabled Americans. Random, 1978.

Berger, Gilda. Physical disabilities. Watts, 1979.

Haskins, James. Who are the handicapped? Doubleday, 1978.

Haskins, James. The quiet revolution: The struggle for the rights of disabled Americans. Crowell, 1979.

Dunbar, Robert. Mental retardation. Watts, 1978.

Marcus, Rebecca. Being blind. Hastings, 1981.

Benderly, Beryl. Dancing without music: deafness in America. Anchor, 1980.

Other resources which are needed to acquire additional materials are the Connecticut Register and Manual, the Connecticut Almanac, and the telephone book.

IV. Evaluation

Students will successfully locate the required sources and list them on their written bibliographies. The library media specialist will check that students are utilizing bibliographies and that they are submitting requests for titles not available in the school.

The final report should demonstrate student knowledge of the topics listed in the subject area objectives. The teacher will also observe the feelings that students reflect when speaking about handicaps to see if positive and understanding attitudes are developing.

Form for requesting titles not available in the school library media center

Can't find a specific book in our library media center?... Don't give up! If you complete the information below, our staff can contact the public library to find out if it has the title or if another area library has it available. They will be able to do this through the computerized network of libraries in our region.

Your name:_____

Grade and homeroom teacher:_____

Title of Book:_____

Author:_____

Please give this slip to a staff member.

The forms can be located on or near the card catalog with a sign that notes this service.

RESEARCHING FOREIGN AUTHORS

Maureen Reilly
Regional School District # 10

Competency Area II
Grade Levels 11 - 12
Subject Area: Foreign Language (e.g., Spanish or French)

I Objectives

Library Media Skills Objectives

1. To demonstrate competence in previously taught skill of using card catalog.
2. To independently use special references especially in the area of literature and biography.
3. To extract pertinent information for a specific topic.

Subject Area Objectives

1. To identify for an author whose work has been read in class:
   --basic facts of his/her life;
   --interesting personal information;
   --types of literature written (e.g., novels, drama, poetry);
   --important works, dates and brief descriptions of these works;
   --literary reputation/what the critics have said.

II Activities

1. The teacher will assign an author to each student and explain that a 5-10 minute oral report will be required which covers the information listed above under Subject Area Objectives. The report should be given in French or Spanish if research materials written in the target language are available to the students. Accompanying hand-outs indicating some of the required facts will also be expected.

2. The teacher and library media specialist discuss the assignment and schedule class time in the media center.

3. During the initial session, the library media specialists will quickly note the use of the card catalog and suggest how students should determine headings under which to search. For example, the cataloging of literature under country of origin (e.g., "French Literature") can be briefly indicated.

4. Also during the initial session, the library media specialist will point out and explain the use of special references such as:

Twentieth Century Authors	World Authors
European Authors (1000-1900)	Contemporary Authors
Contemporary Literary Criticism	Biography Index
Magill's Author Criticisms	Encyclopedia of Drama
Current Biography	Encyclopedia of World Biography

5. As a partial alternative to the above, students can also be given a copy of a guide to literary research which the library media center has prepared for student use. An example of this type of "customized guide" is included at the end of the description of this activity.

6. The students will proceed to locate at least three sources, read through information on the selected author, and extract information that covers subject area objectives.

7. Students take appropriate notes and organize and write information needed for oral report and accompanying hand-out.

III Resources

Reference titles such as those listed on Exhibit A (following).

IV Evaluation

Each student will locate and use three appropriate sources on the selected author and extract specified information. The successful identification of this information and use of sources will be demonstrated in the culminating report which is shared with classmates. A bibliography will also be submitted.

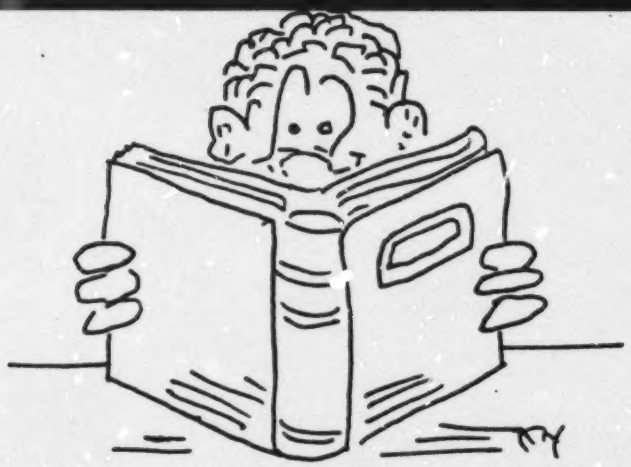


Exhibit A
Researching Foreign Authors

To: Students doing research on literature

From: The Library Media Center

The "helpful hints" below will hopefully be of assistance to you in completing your research.

1. Locating sources in the Nonfiction area

The first category of materials from which you will probably want to find sources is the nonfiction collection. To locate a book about an author, look under that writer's last name in the card catalog. Books about the author will have the name printed in all capitol letters on the top of the card. If the name is in small letters, the book described on the card is written by the writer you are searching. (Of course, you may also be interested in reading works by an author as well as sources written about him/her.)

To expand your resources, you will also want to look under headings that are broader than just the individual author. In other words, think of the "larger literary topic" of which your author may be a part. For example, if you are reseaching F. Scott Fitzgerald, you could also look under AMERICAN FICTION. Through doing this, you may find a book such as one on American novels of the twentieth century that has a whole chapter or section on Fitzgerald. To find this out, you will most likely have to locate the book on the shelves and look up your topic in the index.

2. Great American Writers microfiche series

This series consists of reprinted New York Times articles on quite a range of American authors. Subject cards for all the writers covered are individually filed in the card catalog, so source material from this series can be located in the same way as other nonfiction.

3. Magazines

Magazines may have included articles on different authors. Writers covered may often be more current, but "retrospective" articles on authors from the past may also have appeared.

Magazine articles can be located through using the Reader's Guide to Periodical Literature.

The Reference Area

Finally, you will probably find valuable material on literature in our special subject reference books. Titles which may be helpful include:

803/c272e — Cassell's Encyclopedia of World Literature-- biographies, histories, special articles

803/C — Columbia Dictionary of Modern European Literature-- includes analytical articles on authors

803/D — Dictionary of Literary Biography--8 volumes with lengthy articles on individual authors/ includes:
American Renaissance in New England
Antebellum writers in New York and the South
American writers in Paris 1920-1939
American poets since World War II
American novelists since World War II

803/V — Great Writers of the English Language-- 3 volumes of scholarly articles on Dramatists, Novelists, and Poets

809.2/M — McGraw-Hill Encyclopedia of World Drama-- lengthy articles on individual playwrights

820.3/H262 — Oxford Companion to English Literature-- handbook of short articles

Twentieth century American dramatists
Twentieth century American science fiction writers
American Novelists; 1910-1945
American Humorists; 1800-1950

810.3/H441 — Reader's Guide of American Literature-- dictionary of terms, authors, etc.

810.9/A — American writers -- 8 volumes set with lengthy articles

810.9/B — Fifteen Modern American Authors--
survey of research and criticism

810.9/C — History of American Literature

810.9/C — Modern American Literature--
collection of criticism organized by author

820.3/B266 — New Century Handbook of English Literature--
dictionary of authors, characters, terms

820.9/S48 — Concise Cambridge History of English Literature

822.33/C153r — Reader's Encyclopedia of Shakespeare--
one volume "dictionary" dealing just with topics related to Shakespeare

840.3/H262O — Oxford Companion to French Literature--
handbook of short articles

880.3/H262O — Oxford Companion to Classical Literature--
handbook of short articles

920/E139c — Contemporary Authors--
multi-volume set with biographical and critical information on current writers

920.3/v786c — Contemporary poets--
critical articles on current poets

920.3/v786c — Contemporary novelists--
critical articles on current novelists

Also shelved in the 920.3's are a series of reference books, published by the H. W. Wilson Company, with biographical and critical articles on authors. Books in this series include:

European Authors 1000-1900
British authors of the Nineteenth Century
American Authors 1600-1900
Twentieth Century Authors
World Authors 1950-1970
World Authors 1970-1975
Greek and Latin Authors

RESEARCHING FOREIGN CULTURES

Kenneth Lester
Connecticut State Department of Education

Competency Area II
Grade Levels 11 - 12
Subject Area: French or Spanish

I Objectives

Library Media Skills Objectives	Subject Area Objectives
1. To demonstrate competence in previously taught skill of using card catalog. 2. To independently use special references. 3. To extract pertinent information for a specific topic.	1. To demonstrate the ability to gather facts about the daily life of a French speaking person by selecting a real or fictional character from those studied in class and reporting: -who else (relationship) lives with this person? -what is the nature of this person's "house"? -where does this person work/study/play? -what important event in this person's life might be celebrated tomorrow? -how does the person feel about growing old?

II Activities

1. The teacher will ask each student for the name and a brief description of the character about whom he/she will seek information. The students will be assigned the task of giving a brief, (no more than 5 minutes) oral report relating the facts indicated under Subject Area Objectives.

2. The teacher and library media specialist discuss the assignment and possible sources for students to use and schedule class time in the media center.

3. During the initial session, the library media specialists will quickly note the use of the card catalog and suggest how students should determine headings under which to search. For example, the cataloging of "customs" under country or origin (e.g. French Customs) can be briefly indicated.

4. Also during the initial session, the library media specialist will point out and explain the use of special references such as:
   Ethnic heritage organizations
   16 mm. sound films
   filmstrips
   videotapes
   audiotapes
   periodicals from francophone and hispanic countries

5. The students will proceed to locate at least three sources. They will read through, listen to or observe these sources, and extract information that covers the subject area objective.

6. Students take notes and organize them to present their oral report. Sources substantiating the facts are written in appropriate form to be submitted to the teacher.

III Materials

See Exhibit A in Researching Foreign Authors, pp. 99-101.

IV Evaluation

Each student will locate and use at least three appropriate sources from which the information was extracted. The correct identification of these sources and the authenticity of the facts given in the oral report will attest to the successful completion of the unit.

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While no bibliography is ever exhaustive, we have tried to approach that goal. Particularly helpful were the ERIC Bibliography for the American Association of School Librarians Preconference, July 8-19, 1982, the Library Instruction Committee of the American Association of School Librarians Non-Public Schools Section's draft "Library Instruction in the School Media Program: A Working Bibliography Prepared for the Building Level Media Specialist," and Kathy Paquette's bibliography for her workshop "Teaching Library Media Skills with Games."

Citations with EJ accession numbers are journal articles from CIJE, (Current Index to Journals in Education), which can be obtained from a library; borrowed through interlibrary loan, or ordered through UMI, 300 N. Zeeb Road, Ann Arbor, MI 48106. Citations with ED accession numbers are documents from RIE (Resources in Education), which can be read at an ERIC microfiche collection or ordered through EDRS, P.O. Box 190, Arlington, VA 22210.

-A-

Adams, Mignon. "Effects of Evaluation on Teaching Methods." Improving Library Instruction: How to Teach and How to Evaluate. Edited by Carolyn A. Kirkendall. Ann Arbor, Michigan: Pierian Press, 1979.

Adams shows the contribution which evaluation makes to improving the quality of library skills presentations. She also makes suggestions for integrating evaluation into library programs.

Alexander, Mary, Ed. "On Your Mark...Get Set...Go!- The Space Race." Social Education 47, no. 4 (April 1983): 283-85. (EJ 280 092)

Secondary students participate in a library scavenger hunt to find answers to questions raised by the press release containing President John F. Kennedy's telegram to Nikita Kruschev congratulating the Soviets on the first successful manned space flight. Issues for classroom discussion are also presented.

Altan, Susan. "A Broad Program of Library Instruction for a Small School." NAIS, TSC Newsletter: The Library Connection (Spring 1979): 3-6.

Describes a systematic, cumulative library skills program in a K-12 independent school. Stresses the need for "point-of-use" instruction and librarian responsibility.

105

Asking Questions, Finding Answers. San Luis Obispo, California: Dandy Lion Publications , 1979.

Asley, R. "Tool for Library Evaluation; The National Library Skills Test." Media Spectrum no. 2 (1982): 15.

-B-

Baker, D. Philip and David R. Bender. Library Media Programs and the Special Learner. Hamden, Connecticut: Shoestring Press, 1981.

Barrette, P.P. "Microcomputers in the School Media Program." Catholic Library World 53, no. 3 (October 1981): 125-132. (EJ 254 059)

Addresses the current and emerging impact of microcomputers on the instructional role of the school media program from a national to building-level perspective.

Beaubien, A. K. and others. Learning the Library: Concepts and Methods for Effective Bibliographic Instruction. New York: Bowker, 1982.

Beck, Richard J. and Lynn Norris. "Communication Graphics in Libraries." Catholic Library World (December 1975): 218-219.

Presents an argument that a degree of self-instruction can be achieved through do-it-yourself graphics such as signs, bulletin boards, single sheet handouts, etc. The suggestions on how to adapt specific types of graphics to encourage self-instruction are enough to start creative thinking in this important supplementary aspect of library instruction.

Bell, Irene Wood and Robert B. Brown. Gaming in the Media Center Made Easy. Littleton, Colorado: Libraries Unlimited, Inc., 1982.

Bell, Irene Wood and Jeanne C. Wieckert. Basic Media Skills Through Games. Littleton, Colorado: Libraries Unlimited, Inc.,1979.

Arranged by grade level, a useful collection of games which teach media skills.

Biddle, M. L. "Planning and Design of the High School Library-Use Instruction Program." Catholic Library World 53, no. 4 (November 1981): 160-163. (EJ 254 093)

The opportunity that high school libraries have to educate the future adult population in the continued use of libraries requires a well-defined plan of instruction, interaction with teachers, descriptions of user groups and their informational needs, setting of behavioral objectives, and constant revision of plans.

Biggs, Mary. "A Proposal for Course-Related Library Instruction." School Library Journal (January 1980): 34-37.

An excellent article which outlines basic areas of knowledge students can be reasonably expected to acquire in high school. Stresses point-of-use instruction, close integration of library skills into the curriculum, and strong librarian initiative.

Bowers, Melvyn K. Library Instruction in the Elementary School. Metuchen, New Jersey: Scarecrow Press, 1971.

Thorough overall consideration of the topic, from scheduling to curriculum. Bowers has included two programmed texts which can be adapted to provide an easy and interesting review of basic skills.

-C-

Calender Clue. Richmond, Virginia: Relative Teaching Concepts.

This game teaches research skills through fun, low-key competition. A clue is given every day for a week with each leading to a common answer. Students must state the reference sources in which they found the solution. It's geared for grades 4-8, but late 2nd graders as well as 3rd graders may want to try.

California Association of School Librarians. Library Skills: A Handbook for Teachers and Librarians. Belmont, California: Fearon Publishers, 1973.

A great collection of quick and easy teaching activities, from worksheets to relay races, which encourages understanding and use of library skills.

Carey, Helen H. How to Use Maps and Globes. New York: Franklin Watts, 1983.

This book teaches what the symbols and other illustrations on maps and globes mean, major kinds of map projections and what they are used for, how to read and use special purpose maps, how to use an atlas, how to use maps in reports and how to draw your own maps.

Carey, Helen H. and Judith E. Greenberg. How to Read a Newspaper. New York: Franklin Watts, 1983.

Explains the parts of a newspaper; the differences between news, editorials and features; the meaning of terms such as libel, attribution and bias; how to use newspapers for current events, reports, history maps, graph study, and much more.

107

_____. How to Use Primary Sources. New York: Franklin Watts, 1983.

This book tells where to find primary sources (people, photographs, paintings, works of art, artifacts, legal documents, letters, diaries, journals), how to obtain information from them and how to present this information in a report.

Carey, Helen H. and Deborah R. Hanka. How to Use Your Community as a Resource. New York: Franklin Watts, 1983.

Every community contains a wealth of informational resources: people, places, and things. This book tells students how to tap these resources to make school reports lively and interesting. Includes a case study which demonstrates how students work together on a community history project.

Carey, R.J.P. Library Guiding: A Program for Exploiting Library Resources. London: Clive Bingley, 1974.

This book explores the vital role that sign systems play in educating library users. It should be studied in conjunction with Dorothy Pollet's Sign Systems for Libraries: Solving the Way Finding Problem.

Chappas, Bess. An Individualized Library Skills Program. Herman Hesse Elementary School, Savannah, Georgia. Summer 1977. (ED 152 297)

Describes an individualized skills program (grades 4-6) which was designed for an elementary school with an "open concept" media center. Pre- and post-tests, goals, objectives, and copies of all activity sheets are included.

Cleary, Florence Damon. Discovering Books and Libraries: A Handbook for Students in the Middle and Upper Grades. 2d ed. New York: H. W. Wilson, 1977.

One of the few such handbooks aimed at the 6-9 grade level. Chapters "Here Stands Your Heroes" (biographical reference works) and "Finding and Following the Facts" (how to approach research) are especially worthy. More useful for inspiration and general approach than for exercises.

Clendening, Corinne P. and Ruth Ann Davies. Creating Programs for the Gifted Child. New York: R. R. Bowker, 1980.

A fine resource for planning units for gifted children. Of particular note is the chapter "Book Illustrators and Their Art," pp. 238-247, for grades 4-6.

Colsher, J. and Follo, E. "Elementary Library Skills: A Program Which Has Been Successfully Implemented in the Grosse Pointe Public School System." Media Spectrum 9, no. 1 (1982): 9-10.

Coles, M. H. and C. White. "Libraries and Laboratories." School Science Review 61, no. 217 (June 1980): 682-89.

Advocates the acquisition of library skills through the medium of sciences, and outlines a short science-based library course in operation in a county high school.

Comer, James. "The Term Paper Challenge." Parents 57 (September 1982): 100.

Cool Chicken. Hagerstown, Maryland: Upstart Library Promotionals.

Grades 3-6 love this crazy board game in which correct answers to library skills questions move goofy chicken markers around the board. Questions can be used for large group games as well. It comes with an idea guide for teachers.

Cook, Margaret G. The New Library Key New York: H. W. Wilson, 1975.

A survey of general and subject reference books. Useful as a text for a formal course in bibliographic skills or as a reference collection development tool.

Craig, R. "Information Skills and Curriculum Development." Library Review 31 (Autumn 1982): 187-8.

Craver, K.W. "Play Cats Eclectic!" School Library Journal 29 (April 1983): 34.

-D-

Davies, Ruth Ann. The School Library Media Program: A Force for Educational Excellence. 3rd ed. New York: Bowker, 1979.

Dequin, H.C., & Smith, J. "Learning Disabled Students Can Be Tutors in Library Media Skills." Top of the News 36, no. 4 (Summer 1980): 352-356. (EJ 232 623)

Concludes that highly motivated learning disabled elementary students may be trained to perform basic library media skills and impart them to younger students. This study presents the methodology, data analysis, and training. Program used with a group of 24 students at an Illinois elementary school.

Dewey Blocks. Modern Learning Products. Bronx, New York: Fordham Equipment Co., Inc..

Set of 12 large, colorful paper covered blocks which represent the major Dewey divisions (including 398 and biography.) The number appears on one side of the block, with five popular categories within that category pictured on the other five surfaces. They can be used in class instruction with younger groups, but children like to just pick them up and hunt for books in an appealing category.

Diam, Richard A. How to Use Computers as a Resource. New York, Franklin Watts, 1983.

Presented in this book is an introduction to computer techniques and applications in the social sciences.

Dickinson, Dennis W. "Library Literacy: Who? When? Where?" Library Journal (April 15, 1981): 853-855.

A plea for thorough, basic library skills instruction at the elementary and secondary levels in order that academic librarians may pursue course- related, point-of-use instruction without need for remedial work.

Downing, A. "Evaluating Bibliographic Instruction." New Jersey Libraries. 15 (Fall 1982): 18-21.

Dogle, C.M. "Media for Library Skills Instruction." Previews 7 (February 1979): 2-8.

Dudley, Miriam. "Teaching Library Skills to College Students." Advances in Librarianship. 3 (1972): 83-105.

Presents the case for an accredited course in library use taught bythe library staff. Recommends a self-paced, self-directed approach.

Dudley, Miriam. Workbook in Library Skills: A Self-Directed Course in the Use of UCLA's College Library. Los Angeles: University of California Library, 1973.

Emphasizes familiarity with basic reference tools and with the library's physical plan and operation. Incudes a sample assignment for each reference source. Much material relates specifically to UCLA's Library, but can be adapted for local use.

Duryee, J. E. and D. Stowtzesdyk. "Developing a K-6 Media Center Skills Curriculum." Media Spectrum 4 (1979): 19+.

E

The EDCO Learning Center. A Practical Guide to Creating Reading Games. 1975.

The Elementary Library Media Skills Curriculum. Grades K-6. Albany: New York State Education Dept., Bureau of School Libraries, 1980. (ED 205 199)

Developed as a means of encouraging the integration of K-6 library skills into the courses of study recommended and customarily followed in the elementary schools of New York State, this curriculum guide is divided into three main sections: (1) Suggested Strategies and Local Initiatives presents the basic philosophy of an integrated library media skills program and proposes alternatives for local school adaptations; (2) State Models provides examples of how library media skills can be taught in conjunction with several common content area units; and (3) Academic Framework is a taxonomy of the library media skills which need to be developed. Appendices include a library media related vocabulary which students should recognize and understand orally and in written form at the appropriate level; a list of schools which participated in the field testing of the curriculum guide; and a bibliography of resources consulted in the preparation of the guide.

F

Foster, Barbara. "Do-it-yourself Videotape for Library Orientation Based on a Term Paper Project." Wilson Library Bulletin. (February 1974): 476-481.

Report on how a videotape was developed to teach research skills. Recommended for the librarian who has access to videotape equipment but is hesitant to try to use this media for teaching library skills.

Freedman, J.L. and Bantly, H. A.,compilers. Information Searching: A Handbook for Designing and Creating Instructional Programs. Metuchen, New Jersey: Scarecrow Press, Inc., 1982.

G

Gates, Jean Key, Guide to the Use of Books and Libraries. 3rd ed. New York: McGraw-Hill, 1974. Also available: 4th edition, 1979.

A survey of general and subject reference sources. Excellent as a text or guide for a high school level course in bibliographic instruction: A very good last chapter on research papers is included.

111

Glavich, Sister Mary Irene. "The Boring and the Lively." Learning Today (Summer/Fall 1979): 85-87.

A short, spirited article with good ideas for perking up a library unit for middle schoolers. The author includes ideas for a scavenger hunt (along with actual questions), a treasure hunt and a coordinating English project.

"Guidelines for Bibliographic Instruction in Academic Libraries." College and Research Libraries News (April 1977): 92.

While this document is designed to encourage and support library instruction programs at the college level, it can certainly be adapted by other librarians who are trying to establish a library skills program.

Gordon, C. "Teaching the Young to Use Indexes." Indexer 13 (April 1983): 181-2.

H

Hand, Phyllis. The Name of the Game Is....Learning. Carthage, Illinois: Good Apple, 1982.

Hardesty, L., & Gatz, F. "Application of Instructional Development to Mediated Library Instruction." Drexel Library Quarterly 16, no. 1 (January 1980): 3-26. (EJ 247 487)

Outlines principles of instructional development as they are related to particular situations faced by librarians teaching library skills, and includes 56 references.

Hart, Thomas L. Instruction in School Media Center Use. Chicago: ALA, 1978.

Suggested skills for each grade level K-12 are linked to programs and teaching activities. The section on resources is useful in planning for specific units. The bibliography is extremely valuable because it includes movies, filmstrips, records, transparencies, charts and games.

Hein, C. Edmund. "Independent Study Guides; Mann Junior High Students Learn Library Media Skills." Wisconsin Library Bulletin. (May/June 1979): 129-30.

Describes a sequential introduction to the research paper on the junior high level. Hein emphasizes "major learning concepts and skills" and "major learning objectives."

Highsmith Instructional Catalog Card Set. Fort Atkinson, Wisconsin: The Highsmith Co., Inc., 1980.

Fifteen heavy posterboard catalog cards (17" x 28") including cross references and a Readers' Guide Card. Useful at elementary and middle school level.

Hodges, G. C. "The Instructional Role of the School Libray Media Specialist: What Research Says To Us Now." School Media Quarterly 9, no. 4 (Summer 1981): (4) 281-285.

Reviews selected studies of the curricular and instructional role of the school library media specialist to identify predominant patterns in research findings, and discusses their implications for librarians, educators, and administrators.

Hollinger, Ray & Curt Shreiner. Games Teachers Make. Lancaster, Pennsylvania: Instructional Design Associates, 1979.

_____. Creative Learning Ideas. Lancaster, Pennsylvania: Instructional Design Associates, 1979.

I

Integrating Library Skills into Content Areas: Sample Units and Lesson-Planning Forms. Honolulu: Hawaii State Department of Education, 1979. (ED 198 833)

Provides specific examples of units integrating library skills into the teaching of content areas, and describes lesson-planning forms that may be of help to teachers and librarians.

J

Jay, M. Ellen. Involvement:Bulletin Boards and Other Motivational Reading Activities. Syracuse, New York: Gaylord Professional Publications, 1976.

K

Kaplan, Sandra & JoAnn Kaplan Change for Children. Santa Monica, California: Goodyear Publishing Co., Inc., 1973

Karpisek, Marian E. "Quiet Please." School Library Journal. (February 1980): 29-31.

The author argues forcefully for reestablishment of the quiet academic atmosphere requisite for library research.

Katz, William. Your Library: A Reference Guide. New York: Holt, Rinehart and Winston, 1979.

A simple, direct, informative guide on how to use the library to its greatest advantage.

Kobelski, Pamela and Mary Reichel. "Conceptual Frameworks for Bibliographic Instruction." Journal of Academic Librarianship. (May 1981) 73-74.

Despite its imposing title, a very helpful article for librarians who are trying to improve the quality of their library instruction program by reconsidering the organization of their presentation.

Kolner, Bernard G. and Joan B. Myers. Key Competencies. Libraries: Elementary, Junior High, Senior High. Philadelphia School District, 1980. (ED 192 780)

A clear, simple breakdown of library skills by grade which could be useful to the librarian in the midst of designing or updating a skills program.

Kouns, Betty. "Thirteen Steps to Library Orientation." School Library Journal. (March 1977): 125.

A step-by-step outline describing the preparation of a slide tape program. Provides the necessary encouragement for "book people" to consider a slide tape program as part of their instruction program.

Kuhlthau, Carol Collier School Librarian's Grade - By Grade Activities Program. West Nyack, New York: Center for Applied Research in Education, Inc.

L

Learning the Library (sound filmstrip kit). Freeport, New York: Educational Activities, Inc., 1975.

Four filmstrips and cassettes for grades 3 - 6 covering basic skills; introduction, DDC, card catalog, reference tools. This kit is of good quality and does not rely on the boring and/or silly approach.

Leopold, Carolyn Clugston. "Specific Library Skills." School Libraries Worth Their Keep. Metuchen, New Jersey: Scarecrow Press, 1972.

A sequential list of skills necessary for library competence and appropriate activities for grades K - 8 to master these skills.

Lewis, Z, compiler. Developing Learning Skills through Library Services, K - 12. Chicago, Illinois: American Library Association, Library Instruction Round Table, 1981. (ED 211 095)

Contains examples of learning activities from 36 states, compiled from a 1980 survey requesting library guides used in elementary and secondary schools. Strategies for teaching learning skills and lists of activities to teach resource and information use and the conduct of research are included.

Library Media Skills for Students. Curriculum Guide. Juneau: Alaska State Department of Education, Division of State Libraries, 1977. (ED. 180 428)

Designed as an aid for librarians and teachers, this handbook includes a detailed sequential list of skills, as well as a list of books and media which concern the philosophy of teaching media skills or the materials used in developing skills programs.

Lifson, Allan 101 Fantastic Funshop Favorites. Fountain Valley, California: Educational Consultant Group, 1978.

Dictionary, alphabetizing, letter recognition, classification.

Lindgren, Jon. "Seeking a Useful Tradition for Library Use Instruction in the College Library." Progress in Educating the Library User. Edited by John Lubans. New York: R.R. Bowker, 1978.

Lindgren's clear statement of the problems related to developing an effective library instruction program may help point the way to improving these programs.

Love, Marla. 20 Reading Comprehension Games. Belmont, California: Fearon-Pittman Publishers, Inc., 1977.

Conclusions, main idea, locating information, fact & opinion, table of contents.

Luban, John. Educating the Library User. New York: R.R. Bowker, 1974.

A most useful single volume study of the general philosophy of library instruction, and teaching methods and formats in all types of libraries. See in particular Estella E. Reed, "Is Library Instruction in a Muddle in the Middle School?"; Corinne P. Clendening, "The High School Level: Examples of Planning, Preparing, and Implementing Library User Instructional Programs," and Ruth Ann Davies, "Educating Library Users in the Senior High School."

Lubans, J., Jr. "Mediated Instruction: An Overview with Emphasis on Evaluation." Drexel Library Quarterly 6, no. 1 (January 1980): 27-40. (EJ 247 488)

Reviews the extent to which educational media are employed in library instruction, the types of methods used to evaluate mediated instruction, and possible future developments in the field. Includes 10 references.

M

Mallett, Jerry J. Library Skills Activities Kit. The Center for Applied Research in Education, Inc. , 1980.

Margrabe, Mary. Media Magic. Washinton, D.C.: Acropolis Books, 1973.

The "NOW" Library: A Stations Approach Media Center Teaching Kit. Washington, D.C:, Acropolis Books, 1973.

Mealy, Virginia. Library Skills: Activities and Games. Minneapolis, Minnesota, T.S. Denison and Co., 1981.

Michener, Dorothy and Beverly Muschlitz. Teacher's Gold Mine. Nashville, Tennessee: Incentive Publications, 1979.

Miller, L. "Planning Media Skills Instruction to Correlate with Classroom Instruction." School Media Quarterly 8 (Winter 1980): 120+.

Miller, G. "Library Orientation by Competency." School Library Journal 29 (March 1983): 128.

Moskowitz, M.A. "High School Libraries: How to Introduce Thirty Sophomore Classes to Their High School Libraries and Have Them Come Back Again for More." Clearing House 54, 9 (May 1981): 418-422.

Describes the 2-day library orientation offered to all incoming sophomore English classes at Quincy High and Vocational Technical Schools in Milton, Massachusetts. Computer-scored pretests allow librarians to tailor the basic orientation package to the needs of each class.

Muncy, Patricia Tyler. Complete Book of Illustrated K-3 Alphabet Games and Activities. West Nyack, New York: The Center for Applied Research in Education, Inc.

N

Nording, JoAnne. Dear Faculty: A Discovery Method Guidebook to the High School Library. Westwood, Massachusetts: F.W. Faxon, 1976.

A series of curriculum related projects covering the use of major reference sources. Valuable as it seeks to coordinate the efforts of teachers and librarians. Includes work sheets that can be adapted or used as a source of ideas.

P

Pearson, Lennart. "Curriculum-Integrated Library Instruction." Liberal Education. 66, no. 4 (Winter 1980): 402-09. (HE 513 865)

Course-integrated library instruction is seen as coming into its own, but faculty support is needed for curriculum-integrated instruction. Careful planning of library requirements by an entire faculty can give students the library skills necessary for professional and life-long learning.

Peele, David. "The Hook Principle." RQ (Winter 1973): 135-138.

Worthwhile suggestions on how librarians can make their teaching more interesting.

Peterson, Gary T. The Learning Center. Hamden, Connecticut: Shoe String Press, Inc., 1975.

Pilkey, Doris. A Library Pocketful. Don Mills, Ontario: Learning Resource Librarian.

More program and theme ideas rather than games.

Polette, Nancy. Basic Library Skills, 24 Duplicating Masters. St. Louis, Missouri: Milliken Publishing Co., 1971.

One example of the standard ditto book which saves time for the librarian with a heavy class schedule. While many are unimaginative, some are adaptable. Denison and Fordham Publishing Company also market this type of ditto book.

_____. Library Skills thru Music. O'Fallon, MO: Book Lures, 1979.

Polette, Nancy and Marjorie Hamlin. Reading Guidance in a Media Age. Metuchen, New Jersey: Scarecrow Press, 1975.

Part III "Library Lures to Literacy" presents ways to encourage children to read and a section on library skills. The audiovisual section reminds that part of any library instruction program should be teaching the use of AV material.

R

Reading Skills for the Library. Follett Library Book Co.

Renford, Beverly and L. Hendrickson. Bibliographic Instruction: A Handbook. New York: Neal Schuman, 1980.

While the quality is not consistent throughout, this handbook does supply in one place a valuable overview of what to consider and how to plan and develop a library instruction program.

Reference and Research. New York: Scholastic Book Services, 1978.

Includes ditto masters and transparencies for use with secondary students.

S

Sather, Ruth. Elementary Library Media Skills. Chelmsford, Massachusetts: Combase, Inc., 1984.

This is a computer-based program for elementary students which runs on Apple II Plus microcomputers.

Shapiro, L L. "Library Instruction: A Difficult Dilemma." Catholic Library World 53, 4 (November 1981): 185-188. (EJ 254 100)

Discusses the need for library instruction, what should be taught, and how and where it should be taught.

Sholinsky, Jane. Getting to Know the Library. Books A.B.C. New York: Scholastic Book Services, 1976.

Humorous, contemporary workbooks covering basic library skills for grades 2-4. Each workbook reviews and builds on the previous year's work.

Silverman, Eleanor. 101 Media Center Ideas. Metuchen, New Jersey: Scarecrow Press, Inc., 1980.

Smalley, Topsey N. "Bibliographic Instruction in Academic Libraries: Questioning Some Assumptions." Journal of Academic Librarianship (November 1977): 280-282.

A very thought provoking article which urges librarians to spend more time and energy on questions of teaching approach and methodology.

Sparks, J. "Praise the Lord and Pass the Information: Curriculum Objectives and the Role of the School Librarian in Basic Skills Programs." Tennessee Librarian 34 (Summer 1982): 25-27.

Singer, Dorothy, Jerome L. Singer, and Diana M. Zuckerman. Getting the Most Out of Television. Santa Monica, California: Goodyear Publishing Co., Inc., 1981.

Includes eight lessons tied to language arts skills development for grades 3 -5.

Standards and Guidelines for Learning Resources Programs. Olympia, Washington: Superintendent of Public Instruction, 1981.

T

Tassia, Margaret R. Games for information skills. Fayetteville, Arkansas: Hi Willow Research and Publishing, 1980.

"It's Not Just a Game (Teaching Library Skills)." School Library Journal 25 (March 1979): 105-7.

Tierno, Mark J. and Joann H. Lee. "Developing and Evaluating Library Research Skills in Education: A Model for Course-Integrated Bibliographic Instruction." RQ 22, no. 3 (Spring 1983): 384-91. (IR 511 293)

Describes pilot project of library research instruction introduced at Lake Forest College which focused on faculty-centered library research instruction; i.e, Department of Education faculty and librarians designed library experiences integrated into course assignments. Pilot study goals and organization, research assignments, and evaluation methods are highlighted. Four references are listed.

Thompson, M.B. Individualized, Computer Assisted Instructional Program for Teaching Selected Library Skills to Sixth Grade Students. 1979. Thesis (EdS) George Peabody College.

V

Vandergrift, Kay E. The Teaching Role of the School Media Specialist. Chicago: ALA, 1979.

Demonstrates through practical suggestions the role of the school library media specialist and the teacher in school programs.

van Scoy, Karen and Robert Whitehead. Literature Games. Palo Alto, California: Fearon Publishers, 1971.

A collection of clever activities and games which encourage a broad familiarity with children's literature. The games are designed for K-6, and can be adapted to particular situations.

W

Walker, H. Thomas and Paula K. Montgomery. Teaching Media Skills. Littleton, Colorado: Libraries Unlimited, Inc., 1977.

Wehmeyer, Lillian Biermann. The School Librarian as Educator. Littleton, Colorado: Libraries Unlimited, Inc., 1976.

While the entire book is worthy of study, the chapters on library skill instruction are particularly valuable. Anyone teaching library skills should read Chapter 8, "Key-word Search Strategy" which outlines a method for teaching search strategy using any subject index.

Weisburg, Hilda K. Elementary School Librarian's Almanac: A Complete Media Program for Every Month of the School Year. West Nyack, New York: Center for Applied Research in Education, 1979.

This handbook offers numerous modifiable suggestions for librarians with regularly scheduled classes throughout the year. Sections on authors' birthdays by month, suggestions for bulletin boards, and lists of storytelling possibilities are particularly helpful. The step-by-step breakdown of teaching activities seems needlessly complicated and some of the activities of too "old hat" variety. However, the authors have combed the literature conscientiously and their hints are helpful especially to the novice.

Whipple, Alan L. Research and the Library: A Student Guide to Basic Techniques. Wellesley Hills, Massachusetts: Independent School Press, 1974.

Efficient library use as well as term paper techniques are emphasized in an imaginative tone for junior and senior high school students. The unique examples and exercises really do encourage students to learn by looking (index and glossary pages are left blank, students create these lists as part of their work). Useful as a text or for individual exercises.

White, Ned. Inside Television: A Guide to Critical Viewing. Palo Alto, California: Science and Behavior Books, Inc., 1980.

Wisconsin Library Bulletin. (March/April 1979) Entire issue.

The majority of this issue is concerned with developing library/media center skills. "Mutant Melvil Ameliorates Media Skills," pp. 71-73 gives ideas for hands-on learning projects for teaching Dewey Decimal skills using readily available supplies.

Wisconsin Library Bulletin. (July/August 1977) Entire issue.

While no one article could be called outstanding, some interesting ideas are presented relating to the theme "helping users find their way." "You Can Woo and Win Teachers," pp. 146-148 and "Media Skills by Level: the Michigan Approach,"pp. 155-156 are especially interesting.

Wisconsin School Library Media Association. The Wisconsin Library Media Skills Guide. Madison: Wisconsin Library Association; 1979.

Presents a media skills program, K-12, which seeks to have students become independent users and sometimes producers of various media. There is an emphasis on intergrating media skills with all areas of the curriculum.

Wilkelm, L. "Teaching Library Skills with Video Games." Wyoming Library Roundup 38 (Fall 1982): 22-3.

Wozny, Lucy Anne. Online Bibliographic Searching and Student Use of Information: an Innovative Teaching Approach. Drexel University, School of Library and Information Science.

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